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Part - 1

Educational Measurement and Evaluation

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PART–1

Educational Measurement And Evaluation

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As Per the Latest Syllabus

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CHAPTER 01
National Education Policy

1. Which of the following resolutions laid the foundational framework for the first National Policy on Education in 1968?
(A) The Sargent Report 1944
(B) The Resolution on National Policy on Education based on the Kothari Commission
(C) The Mudaliar Commission Report 1952-53
(D) The University Education Commission Report 1948-49

2. The Kothari Commission (1964-66) proposed allocating what percentage of the national income to education to achieve its developmental goals?
(A) 4 percent
(B) 5 percent
(C) 6 percent
(D) 8 percent

3. You are a newly appointed Principal of a government secondary school in Delhi. You notice high dropout rates among female students in Class IX due to distance from home to school. Drawing directly from the foundational principles first articulated by the Kothari Commission and later adopted in national policies, what is the most policy-aligned structural recommendation to address this issue at a systemic level?
(A) Establishing a 'Common School System' to ensure neighborhood schools provide equitable access
(B) Implementing a system of private tutoring for female students at home
(C) Reducing the academic rigor of the secondary curriculum for female students
(D) Mandating mandatory residential schooling for all secondary students

4. What was the central philosophy driving the Kothari Commission's report, which was aptly titled "Education and National Development"?
(A) Education as an isolated academic pursuit distinct from economic planning
(B) Education exclusively as a means to preserve cultural heritage
(C) Education as the primary instrument for social and economic transformation
(D) Education strictly aligned with the industrial needs of foreign investors

5. Identify the incorrect statement regarding the major recommendations of the Kothari Commission (1964-66).
(A) It suggested the abolition of the Three-Language Formula in secondary education.
(B) It recommended the 10+2+3 pattern of educational structure.
(C) It advocated for the establishment of a Common School System.
(D) It emphasized the integration of work experience and national service into the curriculum.

6. The National Policy on Education 1968 aimed to promote national integration primarily through which of the following mechanisms?
(A) The establishment of central universities in every district
(B) The compulsory medium of instruction being solely English
(C) The abolition of state-level educational boards
(D) The adoption of the Three-Language Formula

7. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The National Policy on Education 1968 strongly advocated for the equalisation of educational opportunities.
Reason (R): The policy recognised that addressing regional imbalances and focusing on rural and marginalized populations is essential for national cohesion.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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8. In the context of NPE 1968, what was the primary purpose of emphasizing Science and Technology education?
(A) To facilitate the emigration of skilled labour to developed nations
(B) To replace traditional arts and humanities subjects entirely
(C) To accelerate economic growth and modernize agriculture and industry
(D) To reduce the financial burden on the state by commercializing science education

9. According to the structural guidelines adopted post-1968 policy, at what stage was the first public examination typically recommended to be held?
(A) At the end of Class V
(B) At the end of Class VIII
(C) At the end of 12 years of schooling
(D) At the end of 10 years of schooling

10. Which fundamental concept, formally endorsed by NPE 1968, intended to bring children from different social strata together in the same schools?
(A) The Common School System
(B) The Navodaya Vidyalaya System
(C) The Alternative Schooling Model
(D) The Open Distance Learning System

11. Consider the following statements regarding the Three-Language Formula as articulated in NPE 1968:
I. In Hindi-speaking areas, the formula included Hindi, English, and a modern Indian language (preferably southern).
II. In non-Hindi speaking areas, the formula included the regional language, Hindi, and English.
III. The formula mandated the study of Sanskrit as a compulsory language for all students.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

12. Which of the following factors primarily necessitated the formulation of the National Policy on Education 1986?
(A) The total structural failure of the 10+2+3 school framework introduced by the 1968 education policy
(B) To address evolving socio-economic needs, demographic growth, and technological trends
(C) A binding legal directive from international governance bodies to homogenize Indian higher education
(D) The explicit constitutional mandate requiring the central government to revise education policy periodically

13. The NPE 1986 shifted the educational paradigm from merely providing 'equal access' to providing:
(A) Equal conditions for success
(B) Exclusive education for the elite
(C) Uniform standardized testing at all levels
(D) Mandatory vocational education for all from Class I

14. Which landmark centrally sponsored scheme was launched under NPE 1986 to drastically improve the physical infrastructure and instructional facilities in primary schools?
(A) Samagra Shiksha
(B) Mid-Day Meal Scheme
(C) Operation Blackboard
(D) Rashtriya Madhyamik Shiksha Abhiyan

15. Consider the following provisions introduced by the NPE 1986:
I. Establishment of District Institutes of Education and Training (DIETs).
II. Introduction of the Navodaya Vidyalaya Scheme for rural talented children.
III. Launching of the National Literacy Mission.
IV. Restructuring the school system to 5+3+3+4.
Which of the above provisions were strictly part of NPE 1986?
(A) I, II and III
(B) II, III and IV
(C) I, III and IV
(D) I, II, III and IV

16. What was the primary objective of establishing Jawahar Navodaya Vidyalayas (JNVs) under NPE 1986?
(A) To establish free higher education institutions exclusively for financially disadvantaged urban students
(B) To establish specialized residential training institutions specifically dedicated to physical education teachers
(C) To offer quality modern education with cultural values to talented rural children
(D) To gradually replace and dismantle the

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existing network of state-administered public school systems entirely

17. The NPE 1986 gave explicit focus to "Education for Women's Equality." Which of the following was a key intervention under this thrust area?
(A) Mandating the reservation of all university level faculty positions exclusively for female educators
(B) Launching Mahila Samakhya programmes for women's educational empowerment
(C) Enforcing complete institutional segregation by gender across all public and private secondary schools
(D) Granting full tuition fee waivers for all female students across all higher education institutions universally

18. Regarding the educational development of Scheduled Castes (SCs) and Scheduled Tribes (STs), NPE 1986 recommended:
(A) Locating school buildings, Balwadis, and Adult Education Centres in such a way as to facilitate full participation
(B) Establishing separate university systems for SCs and STs
(C) Reducing the passing marks criteria exclusively in all primary school examinations
(D) Shifting the medium of instruction entirely to tribal dialects without transitional support to regional languages

19. A Principal in a remote rural school in 1988 is tasked with utilizing funds provided under 'Operation Blackboard'. Based on the NPE 1986 guidelines, which of the following is the most appropriate initial utilization of these funds?
(A) Purchasing specialized scientific laboratory instruments for advanced physics and chemistry experiments
(B) Constructing large multi-purpose auditoriums and administrative buildings for school annual functions
(C) Procuring a dedicated fleet of school buses and vehicles for free student transportation services
(D) Providing at least two usable rooms, toys, and essential primary learning materials

20. The Programme of Action (POA) 1986 was formulated primarily to:
(A) Formally revoke and scrap all policy recommendations laid down by the NPE 1986
(B) Provide an operational strategy and implementation roadmap for NPE 1986
(C) Reallocate public educational funding primarily toward specialized university level research
(D) Merge and centralize all independent state education boards under a single unified CBSE structure

21. In what year was the National Policy on Education 1986 significantly revised, leading to an updated Programme of Action?
(A) 1989
(B) 1990
(C) 1992
(D) 1995

22. The Ramamurti Review Committee (1990) was appointed to review the NPE 1986. Which major modification was brought into the POA 1992 based on subsequent reviews?
(A) Expanding Operation Blackboard to upper primary classes
(B) Phasing out and completely abolishing all Jawahar Navodaya Vidyalayas nationwide
(C) Transferring all teacher training institutions into full private sector ownership
(D) Terminating vocational education subjects entirely from the secondary school curriculum

23. You are a District Education Officer implementing the revised POA 1992. You notice a severe shortage of structured institutional support for primary teachers in your district. Which institutional structure, mandated by NPE 1986/92, should you immediately prioritize operationalizing?
(A) District Institute of Education and Training (DIET)
(B) State Council of Educational Research and Training (SCERT)
(C) National Council for Teacher Education (NCTE)
(D) Block Resource Centre (BRC)

24. A major thrust of NPE 1986/92 was the Vocationalization of Education. At what educational stage did the policy envisage the systematic introduction of vocational courses?
(A) Primary stage (Classes I-V)
(B) Upper Primary stage (Classes VI-VIII)
(C) Undergraduate level
(D) Higher Secondary stage (+2 level)

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25. What target did NPE 1986 set for the diversion of students to vocational streams at the higher secondary level by the year 1995?
(A) 10 percent
(B) 25 percent
(C) 50 percent
(D) 75 percent

26. Which institution was established as a direct consequence of the NPE 1986's emphasis on open learning systems for school education?
(A) Indira Gandhi National Open University (IGNOU)
(B) National Council of Educational Research and Training (NCERT)
(C) Central Board of Secondary Education (CBSE)
(D) National Institute of Open Schooling (NIOS)

27. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The NPE 1986 emphasized a 'child-centered approach' to education, particularly at the primary stage.
Reason (R): It aimed to eliminate corporal punishment and ensure that retention of children in schools was encouraged through joyful learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. Which committee's report is commonly known as the starting framework leading to the formulation of the National Education Policy 2020?
(A) The TSR Subramanian Committee
(B) The K. Kasturirangan Committee
(C) The Yash Pal Committee
(D) The Justice Verma Commission Report

29. The overarching vision of NEP 2020 aims to transform India into an equitable and vibrant knowledge society by making the education system:
(A) Rooted in Indian ethos while fostering global citizens
(B) Exclusively aligned with western educational philosophy and administrative practices
(C) Entirely dependent upon private corporate funding and non-governmental management
(D) Focused solely on mechanical rote memorisation for clearing competitive entrance tests

30. Which fundamental principle is heavily emphasized in NEP 2020 regarding the interface between school subjects?
(A) Strict and rigid structural division separating scientific disciplines from humanities and arts
(B) Complete elimination of all co-curricular and extra-curricular pursuits from school timetables
(C) Mandatory early streaming of students into rigid vocational or academic tracks from Class VI onward
(D) Removing hard boundaries between arts, sciences, curricular, extra-curricular, and vocational streams

31. Consider the following statements regarding the 5+3+3+4 curricular and pedagogical structure proposed by NEP 2020:
I. The '5' refers to the Foundational Stage covering ages 3 to 8.
II. The '3' refers to the Preparatory Stage covering ages 8 to 11.
III. The second '3' refers to the Middle Stage covering ages 11 to 14.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

32. According to NEP 2020, what does the first part (3 years) of the Foundational Stage consist of?
(A) Classes I, II, and III
(B) Anganwadi/Pre-school/Balvatika
(C) Classes III, IV, and V
(D) Preparatory coaching for primary admission

33. Which stage in the NEP 2020 framework is characterized by the introduction of experiential learning in sciences, mathematics, arts, social sciences, and humanities?
(A) Foundational Stage
(B) Middle Stage
(C) Preparatory Stage
(D) Secondary Stage

34. Identify the incorrect characteristic of the Secondary Stage (Classes 9-12) as envisioned by NEP 2020.

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(A) It mandates rigid streaming into Science, Commerce, or Arts without flexibility.
(B) It comprises four comprehensive years of multidisciplinary study across various subject domains.
(C) It fosters higher-order critical thinking skills and grants student flexibility in subject selection.
(D) It provides structured opportunities for secondary students to learn various foreign languages.

35. The National Mission on Foundational Literacy and Numeracy (FLN) was established in response to NEP 2020. What is the target deadline set by the Ministry of Education (under the NIPUN Bharat guidelines) to achieve universal FLN in all primary schools?
(A) 2025-26
(B) 2030-31
(C) 2023-24
(D) 2035-36

36. Which of the following is NOT a core component of the Foundational Literacy and Numeracy (FLN) framework?
(A) Oral language development
(B) Decoding and reading fluency
(C) Number operations and spatial understanding
(D) Advanced calculus and trigonometry

37. To foster a culture of reading across the country, NEP 2020 proposes the formulation of which national policy?
(A) National Library Expansion Policy
(B) National Digital Repository Policy
(C) National Book Promotion Policy
(D) National Reading Habitation Policy

38. According to NEP 2020, wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be:
(A) The home language or mother tongue or regional language
(B) English language instruction standardized uniformly across all regions
(C) Mandatory Hindi language instruction across all state and union territory schools
(D) Sanskrit language instruction implemented as the exclusive medium of learning

39. You are a Principal in a linguistically diverse school in Delhi. A group of parents requests that teaching strictly switch to English from Class I. Based on NEP 2020's stance on multilingualism, what is your most appropriate educational rationale to explain the policy position to them?
(A) Statutory central legislation mandates English as the compulsory medium of instruction from Grade I.
(B) Regional languages are being systematically phased out from primary education national guidelines.
(C) Fluency in English serves as the sole guaranteed prerequisite for future professional employment.
(D) Children grasp complex concepts faster in their home language or mother tongue.

40. Under NEP 2020's revised approach to the Three-Language Formula, what is the key condition regarding the choice of languages?
(A) Two of the three languages must be native to India.
(B) Hindi must be mandatory in all states.
(C) English cannot be one of the three languages.
(D) One language must necessarily be a foreign language.

41. At what stage does NEP 2020 mandate the integration of vocational education into mainstream education, including a 10-day bagless period for internships?
(A) Foundational Stage
(B) Middle Stage (Grades 6-8)
(C) Preparatory Stage
(D) Secondary Stage (Grades 11-12)

42. NEP 2020 emphasizes a shift from summative assessment to an assessment system that is:
(A) Entirely norm-referenced
(B) Solely reliant on multiple-choice questions
(C) Formative and competency-based
(D) Completely outsourced to private testing agencies

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43. As the Head of an Institution, you are introducing the new Holistic Progress Card (HPC) as mandated by NEP 2020. Which of the following elements must you ensure is included in this card?
(A) Academic cognitive achievements measured exclusively through end-of-term summative examination marks
(B) Comparative student rankings arranged strictly in numerical order from highest to lowest aggregate score
(C) Exclusive evaluation of physical and

psychomotor skills without assessing cognitive or social development
(D) A 360-degree multidimensional report combining self, peer, and teacher input

44. What does the acronym PARAKH, the national assessment centre proposed by NEP 2020, stand for?
(A) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
(B) Primary Assessment, Research, and Analysis of Kids' Holistic Development
(C) Progress Assessment, Review, and Application of Knowledge for Human Development
(D) Performance Analysis, Research, and Application of Knowledge for Holistic Education

45. What is the primary role of PARAKH as established under NEP 2020?
(A) To directly organize, schedule, and conduct national civil services competitive examinations annually
(B) To publish, print, and distribute official standardized textbooks across all primary and secondary schools
(C) To set norms, standards, and assessment guidelines for all recognized Indian school boards
(D) To administer national recruitment and selection procedures for teaching staff in Kendriya Vidyalayas

46. Under NEP 2020, what is the minimum degree qualification for teaching that will become mandatory by 2030?
(A) 2-year B.Ed.
(B) 1-year B.Ed.
(C) Diploma in Elementary Education (D.El. Ed.)
(D) 4-year integrated B.Ed.

47. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): NEP 2020 recommends that all teacher education programmes be moved into multidisciplinary colleges and universities.
Reason (R): Stand-alone teacher education institutes have largely been successful in maintaining high standards, but integrating them reduces administrative costs.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

48. NEP 2020 proposes the creation of NPST to guide teacher appraisal and professional development. What does NPST stand for?
(A) National Protocol for School Teachers
(B) National Professional Standards for Teachers
(C) National Pedagogy and Syllabus for Teachers
(D) Nodal Programme for School Training

49. Which organization is responsible for developing the National Professional Standards for Teachers (NPST) as per NEP 2020?
(A) University Grants Commission (UGC) operating under the Ministry of Education
(B) Central Board of Secondary Education (CBSE) central curriculum directorate
(C) NCTE in consultation with NCERT
(D) National Testing Agency (NTA) premier entrance examination organization

50. NEP 2020 groups underrepresented and disadvantaged groups into a single broad category for targeted policy interventions. What is this term?
(A) Socio-Economically Disadvantaged Groups (SEDGs)
(B) Socially and Educationally Backward Classes (SEBCs)
(C) Economically Weaker Sections (EWS)
(D) Marginalized Education Communities (MECs)

51. Consider the following initiatives mentioned in NEP 2020 for the equitable education of Socio-Economically Disadvantaged Groups (SEDGs):
I. Declaration of regions with large SEDG populations as Special Education Zones (SEZs).
II. Establishment of a Gender-Inclusion Fund.
III. Complete exemption from all examinations for SEDG students up to Class 12.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

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52. To integrate technology in education, NEP 2020 proposes the creation of an autonomous body to provide a platform for the free exchange of ideas on the use of technology. Name this body.
(A) National Educational Technology Forum (NETF)
(B) Central Institute of Educational Technology (CIET)
(C) Indian Council of Educational Technology (ICET)
(D) National Council for Technology in Schools (NCTS)

53. Which existing national platform does NEP 2020 strongly endorse for providing high-quality digital educational resources to teachers and students?
(A) SWAYAM
(B) e-PG Pathshala
(C) DIKSHA
(D) NPTEL

54. PM eVIDYA is a comprehensive initiative heavily aligned with NEP 2020 goals. What is its primary objective?
(A) To distribute free high-performance personal laptops and internet data packs to all public school teachers
(B) To systematically replace physical school infrastructure with fully automated virtual reality digital classrooms
(C) To transition all administrative and financial records in state government education departments into digital formats
(D) To unify digital, online, and broadcast educational initiatives for multi-mode access

55. Consider the following statements comparing NPE 1986 and NEP 2020:
I. NPE 1986 established the 10+2+3 structure, whereas NEP 2020 proposes a 5+3+3+4 structure.
II. Both policies emphasized early childhood care and education, but NEP 2020 formally integrates it into the formal schooling structure.
III. NPE 1986 relied heavily on vocational streams post-Class 10, whereas NEP 2020 integrates vocational education starting from Class 6.
IV. Both policies mandate that English must be the sole medium of instruction at the secondary level.
Which of the above statements accurately reflect the comparative positions of the policies?
(A) I, II and III
(B) I, III and IV
(C) II, III and IV
(D) I, II, III and IV

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56. What is a key difference between the assessment philosophies of NPE 1986 and NEP 2020?
(A) NPE 1986 advocated for the complete elimination of board exams, whereas NEP 2020 redesigned them to be significantly harder.
(B) NPE 1986 relied almost entirely on peer assessment methods, whereas NEP 2020 mandates external specialized evaluators.
(C) NPE 1986 focused on summative testing, whereas NEP 2020 promotes formative, competency-based evaluation.
(D) There is no substantial difference in evaluation philosophy; both policies advocate for the exact same examination system.

57. Which policy formally introduced the concept of the "National Curriculum Framework" (NCF) as a means to modernize the curriculum across the country?
(A) NPE 1968
(B) POA 1992
(C) NEP 2020
(D) NPE 1986

58. While reviewing the timeline of education commissions in India, match the Commission/ Committee to its respective year of report submission:
1. Kothari Commission
2. Ramamurti Committee
3. Kasturirangan Committee
4. Yash Pal Committee
Choose the correct chronological order of their constitution/reporting:
(A) 1, 4, 2, 3
(B) 1, 2, 4, 3
(C) 4, 1, 2, 3
(D) 1, 2, 3, 4

59. A key criticism of the implementation of the NPE 1968 was:
(A) Excessive policy focus on foundational literacy at the expense of secondary education
(B) Over-reliance on foreign educational frameworks unsuited to Indian socio-economic contexts

(C) Lack of an action program and financial constraints
(D) Unchecked proliferation of fee-charging private institutions operating without regulation

60. A major challenge identified in the implementation of NPE 1986's vocationalization target was:
(A) Mismatch between offered courses and actual job market demands
(B) Widespread reluctance and refusal among students to enroll in non-academic vocational streams
(C) Severe shortage of central government infrastructure funding dedicated specifically to the scheme
(D) Over-abundance of vocational instructors resulting in administrative inefficiency across states

61. In the context of NEP 2020, what is the meaning of the shift towards "multidisciplinary" higher education institutions?
(A) Institutions will focus exclusively on non-academic extracurricular disciplines like sports and performing arts.
(B) Students will be strictly required to complete concurrent degree requirements in at least five distinct subject areas.
(C) Existing public and private universities will be structurally reclassified and converted into primary schools.
(D) Single-stream institutions will be phased out in favor of vibrant multidisciplinary universities.

62. Which of the following is a central challenge anticipated in the implementation of the 5+3+3+4 structure under NEP 2020?
(A) Mandating that all primary school students learn four distinct languages simultaneously from Grade 1
(B) Integrating Anganwadis into schooling with adequate infrastructure and trained staff
(C) Immediately abolishing all independent state education boards within a strict one-year timeline
(D) Systematically shutting down all private educational institutions to enforce total standardization

63. You are preparing an institutional development plan for your school to align with NEP 2020. You plan to introduce "Art-Integrated Learning". What is the primary pedagogical rationale for this integration?
(A) To train and produce certified professional visual and performing artists from every school classroom
(B) To provide temporary substitution activities whenever regular subject teachers are absent from school
(C) Using art as a pedagogical tool to learn concepts across subjects joyfully
(D) To coach and prepare selected students solely for regional cultural competitions at district levels

64. What was the explicit recommendation of the Kothari Commission regarding the medium of instruction at the university level?
(A) Total and immediate switch to English
(B) Total and immediate switch to Hindi
(C) Adoption of an international language other than English
(D) Gradual transition to regional languages

65. The concept of "Neighbourhood Schools" was strongly backed by which of the following to eliminate segregation in education?
(A) Yash Pal Committee
(B) Kothari Commission
(C) NPE 1968
(D) Both (B) and (C)

66. The NPE 1968 explicitly stated that the educational system must produce young men and women of character and ability committed to:
(A) Global corporate dominance
(B) Pure academic research
(C) National service and development
(D) Maintaining traditional caste structures

67. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The NPE 1986 highlighted the need for "de-linking degrees from jobs."
Reason (R): This was intended to reduce the undue pressure on higher education and promote skill-based hiring rather than relying solely on formal degrees.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false

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(D) A is false but R is true

68. What was the specific target set by NPE 1986 regarding the provision of primary schools?
(A) Establishing a fully equipped primary school within a 5-kilometer radius of every rural habitation
(B) Restricting the construction of new primary schools strictly to designated block administrative headquarters
(C) Centralizing primary education facilities into massive consolidated campuses situated at district centers
(D) Primary schools within 1 km of habitations having 300 people

69. Which of the following components was prominently introduced in the curriculum by NPE 1986 to promote national cohesion?
(A) Designing entirely separate state curricula containing zero standardized national elements
(B) Enforcing compulsory military service and physical training protocols for all secondary students
(C) A Core Curriculum incorporating elements of India's shared cultural heritage
(D) Introducing mandatory academic study of foreign political constitutions in all secondary schools

70. According to the POA 1992 modifications, what was the expanded scope of 'Operation Blackboard'?
(A) The scheme was repurposed entirely to focus on adult literacy and non-formal education programs
(B) Expansion to upper primary schools and adding a third teacher
(C) The scheme was broadened to install digital smartboards and computers in all public secondary schools
(D) The scope was significantly downscaled to restrict funding strictly to severely backward tribal districts

71. Consider the following statements about the District Institutes of Education and Training (DIETs) established under NPE 1986/92:
I. They were created to provide pre-service and in-service training to elementary school teachers.
II. They serve as the nodal agency for academic support at the district level.
III. They are directly controlled and funded entirely by the United Nations.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

72. Which aspect of higher education did NPE 1986 specifically attempt to regulate to ensure quality?
(A) Imposing a strict, long-term statutory ban on setting up any new higher education institutions
(B) Mandating the complete transfer of all central universities to private corporate entities
(C) Framing the National Assessment and Accreditation Council (NAAC)
(D) Permanently waiving the national NET/SLET eligibility criteria for all university teaching appointments

73. Which of the following best describes the "National System of Education" as envisaged in NPE 1986?
(A) Enforcing a rigid requirement where every school uses identical textbooks without local contextual variations
(B) Complete central control of all public school teacher recruitment managed directly by the central government
(C) Total statutory dissolution of state-level education boards to create a unified central administrative model
(D) Comparable quality education accessible to all students up to a given level regardless of background

74. Which major paradigm shift in pedagogy is demanded by NEP 2020 at the Foundational Stage?
(A) Shifting to play-based, activity-based, and discovery-based learning
(B) Moving rigidly toward traditional, textbook-centric instructional methods and lecture formats
(C) Focusing exclusively on mechanical rote memorization of alphabets, numbers, and basic tables
(D) Implementing mandatory, high-stakes formal written examinations for early childhood assessment

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75. The "Preparatory Stage" under NEP 2020 (Classes 3 to 5) focuses on:
(A) Engaging students in intensive academic drill sessions to prepare for secondary board examinations
(B) Transitioning from play-based learning to interactive classroom instruction
(C) Placing exclusive curricular focus on practical vocational training and technical skill development
(D) Implementing complete digitalization of course materials while entirely eliminating physical textbooks

76. In NEP 2020, what is the role of the "National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE)"?
(A) Standardizing and designing national level higher education university entrance examinations
(B) Monitoring and regulating tuition fee structures across all private pre-schooling institutions
(C) Guiding pedagogy and curriculum for children up to age 8
(D) Establishing the comprehensive syllabus and examination guidelines for state teacher eligibility tests

77. To achieve the goals of FLN, NEP 2020 highlights the critical role of community involvement. Which of the following community-based initiatives does the policy recommend?
(A) Fully outsourcing classroom teaching responsibilities to untrained local community volunteers
(B) Requiring mandatory cash contributions from all enrolled parents to purchase FLN learning materials
(C) Systematically closing formal primary schools and transferring classes to local community halls
(D) Utilizing local community members and peer tutors to support student learning

78. Which policy explicitly states that "there will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular' areas"?
(A) NPE 1968
(B) NPE 1986
(C) NEP 2020
(D) POA 1992

79. You notice that your school's current assessment pattern heavily rewards rote learning. Under the NEP 2020 guidelines, you must transition the assessment framework towards which of the following?
(A) Competency-based evaluation focusing on critical thinking and conceptual clarity
(B) Conducting frequent, highly competitive standardized examinations incorporated with negative marking schemes
(C) Eliminating all forms of formal and informal student assessments entirely until completion of Class 10
(D) Implementing open-book examinations that encourage students to copy answers directly from textbooks

80. As per NEP 2020, Board exams for Grades 10 and 12 will be continued, but they will be redesigned to:
(A) Continue to test primarily mechanical rote memorization of textbook content
(B) Be redesigned to become significantly harder and more demanding to pass
(C) Be conducted exclusively through online testing platforms accessed via mobile phones
(D) Test core competencies rather than months of coaching and memorization

81. To track student progress throughout their school years, NEP 2020 proposes the creation of a life-long record. What is this concept known as?
(A) National Student Identifier System
(B) APAAR / Academic Bank of Credit
(C) Universal Centralized Examination Portal
(D) Centralized Student Merit Database

82. Which of the following bodies is entrusted by NEP 2020 with the task of formulating the National Curriculum Framework for School Education (NCFSE)?
(A) CBSE
(B) NCTE
(C) NCERT
(D) NITI Aayog

83. A teacher in your school complains that completing the syllabus leaves no time for critical thinking activities. As a Principal applying NEP 2020, how should you direct the curriculum transaction?
(A) Instruct the teacher to accelerate teaching pace significantly to cover every page of the

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prescribed textbook content.
(B) Cancel all co-curricular and extracurricular events to reallocate all school hours toward completing the syllabus.
(C) Advise the teacher to systematically assign any remaining uncompleted syllabus chapters as self-study homework.
(D) Focus on core essentials, reducing syllabus load to enable experiential learning and critical thinking.

84. Regarding the education of children with disabilities, NEP 2020 strongly advocates for:
(A) Establishing completely segregated, specialized residential institutions exclusively for all disabled children.
(B) Inclusive education, integrating disabled children into regular schooling from Foundational to Higher stages.
(C) Providing home-schooling options exclusively, restricting children with disabilities from attending physical schools.
(D) Permanently exempting students with disabilities from all forms of academic assessments and attendance requirements.

85. NEP 2020 recognizes the importance of identifying and fostering specific student talents. To achieve this, it encourages:
(A) Standardizing instructional materials into a single, uniform, one-size-fits-all curriculum for all learners
(B) Setting up topic-based clubs like Science, Math, and Poetry Circles
(C) Segregating academically gifted students into isolated elite academies away from mainstream classrooms
(D) Directing institutional resources and attention exclusively toward students who struggle academically

86. What is the fundamental difference between the 'Operation Blackboard' scheme of 1986 and the 'Samagra Shiksha' alignment under NEP 2020?
(A) Operation Blackboard was designed exclusively for secondary education, whereas Samagra Shiksha focuses solely on primary level institutions.
(B) Operation Blackboard supplied minimum primary facilities; Samagra Shiksha takes an integrated pre-school to grade 12 approach.
(C) Operation Blackboard was funded and managed entirely by private non-governmental organizations, whereas Samagra Shiksha is centrally sponsored.
(D) There is no functional or conceptual difference; both initiatives represent the exact same scheme operating under different names.

87. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The NPE 1986 recognized the critical need for value education.
Reason (R): It observed a growing concern over the erosion of essential values and an increasing cynicism in society.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

88. In the context of NPE 1986, what was the concept of the "Pace-setting schools"?
(A) Specialized institutions designed to operate at a slower academic pace specifically for remedial and struggling learners
(B) Navodaya Vidyalayas serving as models of excellence to spur regional growth
(C) Residential sports academies established exclusively for training professional athletes and sports personnel
(D) Fee-charging private international institutions operating entirely outside the national curriculum framework

89. Which aspect of educational management was strongly recommended by the POA 1992 to improve school accountability?
(A) Implementing complete centralization of all public school management and operational decisions at the national level
(B) Administrative decentralization and establishing Village Education Committees
(C) Complete statutory abolition of the traditional Principal's administrative and leadership role in school management
(D) Systematically removing local community representatives and parents from participating in school administrative affairs

90. According to NEP 2020, what is the envisioned role of the "School Complex" or "School Cluster"?
(A) To isolate neighboring schools from one

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another to foster aggressive inter-school competition
(B) To physically demolish smaller schools and merge them into one massive consolidated building
(C) To share facilities, labs, libraries, and teachers across nearby schools
(D) To function strictly as a central municipal administrative office for collecting local education taxes

91. Consider the following statements regarding the NEP 2020's vision for teacher education:
I. The 4-year integrated B.Ed. will be a dual-major holistic bachelor's degree.
II. All teacher education will eventually be situated within multidisciplinary higher education institutions.
III. Existing 2-year B.Ed. programs will be immediately abolished in 2021.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

92. The Kothari Commission recommended establishing "School Complexes" for the first time. What was the primary motivation behind this recommendation?
(A) Establishing centralized logistical systems to facilitate mass standardized testing across regions
(B) Ending school isolation to encourage resource sharing and academic cooperation
(C) Centralizing governmental and political administrative control over public and private schools
(D) Systematically segregating educational institutions based on student socio-economic backgrounds

93. What was a significant structural deficiency of the 10+2+3 system implemented post-1968, which NEP 2020 sought to correct with the 5+3+3+4 system?
(A) Omission of formal educational structure for early childhood (ages 3-6)
(B) Allocating an excessive and disproportionate number of academic years strictly to secondary education
(C) Enforcing compulsory vocational trade training for all enrolled primary students starting from Class 1
(D) Refusing to legally recognize formal undergraduate university degrees earned prior to the policy

94. A core theme of NEP 2020 is promoting "Indian Knowledge Systems" (IKS). How is this intended to be implemented at the school level?
(A) Completely removing and replacing modern scientific textbooks with literal translations of ancient scriptures.
(B) Seamlessly integrating relevant IKS elements across subjects in a scientific manner.
(C) Enforcing Sanskrit as the compulsory and exclusive medium of instruction across all school grade levels nationwide.
(D) Isolating IKS as a stand-alone, optional secondary elective subject entirely detached from core academic disciplines.

95. Consider the following policy initiatives:
I. Minimum Levels of Learning (MLL)
II. Mid-Day Meal Scheme (formally launched as a national programme)
III. District Primary Education Programme (DPEP)
IV. Sarva Shiksha Abhiyan (SSA)
Which of these were launched in the decade immediately following the adoption of NPE 1986 and POA 1992 to actualize their goals?
(A) I, II and III
(B) II, III and IV
(C) I, III and IV
(D) I, II, III and IV

96. The POA 1992 stressed the importance of Continuous and Comprehensive Evaluation (CCE). What was its primary intended purpose?
(A) Continuous assessment of scholastic and co-scholastic student growth
(B) Systematically replacing internal school assessments with standardized external board examinations
(C) Creating competitive numerical national rankings to compare public schools against one another
(D) Evaluating individual teacher performance metrics solely on student examination pass percentages

97. Which of the following assessment reforms proposed by NEP 2020 directly addresses the anxiety associated with single high-stakes board examinations?
(A) Permitting board exams twice a year,

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including an improvement attempt
(B) Conducting high-stakes board examinations on completely unannounced surprise dates
(C) Replacing traditional academic board exams entirely with mandatory physical fitness evaluations
(D) Substantially increasing the minimum required examination pass percentage threshold to 50 percent

98. NEP 2020 aims for a Gross Enrolment Ratio (GER) of 100% in preschool to secondary level by which year?
(A) 2025
(B) 2030
(C) 2035
(D) 2040

99. You are implementing the newly mandated "Bagless Days" in your middle school as per NEP 2020. Which activity is most appropriate for these days?
(A) Engaging students in intensive memorization and revision drills of complex mathematics formulas
(B) Scheduling and conducting multiple mandatory formative written tests throughout the school day
(C) Requiring students to sit quietly and read their academic textbooks silently inside the school library
(D) Practical exposure through local vocational experts like carpenters or potters

100. In the evolution of India's education policies, which policy explicitly introduced the concept of "National Testing Agency (NTA)" to serve as a premier, expert, autonomous testing organization?
(A) NEP 2020
(B) National Policy on Education 1968
(C) National Policy on Education 1986
(D) Programme of Action 1992 (POA)

101. Which earlier commission is most famous for stating, "The destiny of India is now being shaped in her classrooms"?
(A) University Education Commission
(B) Mudaliar Commission
(C) National Knowledge Commission
(D) Kothari Commission

102. What was the stance of the NPE 1968 on the status and remuneration of teachers?
(A) Teacher pay and conditions should be satisfactory to attract quality talent
(B) Teacher compensation should be kept strictly below civil service levels to ensure selfless dedication
(C) Public school teachers should be employed strictly on temporary daily wage contracts without benefits
(D) Private home tutoring should serve as the primary legal source of regular income for public school teachers

103. A key challenge to the "Common School System" proposed in 1968 and 1986 was:
(A) Widespread lack of parental awareness and interest regarding formal primary schooling
(B) Rapid growth of private fee-charging schools preferred by affluent groups
(C) The near-total physical absence of state-funded public government school infrastructure
(D) Implicit constitutional prohibitions restricting the mixing of distinct socio-economic groups

104. Which of the following is a specific recommendation of NPE 1986 regarding the evaluation process?
(A) Introduction of a grading system in place of marks
(B) Elimination of the grading system in favor of absolute marks
(C) Public display of all student marks
(D) Banning of internal assessment

105. Under NEP 2020, to support students who require additional help, it proposes the use of:
(A) Lowering the academic standards of the entire class
(B) Automatically detaining the bottom 10% of the class
(C) Peer-tutoring and one-on-one remedial instruction
(D) Segregating slow learners into separate school branches

106. What is the fundamental shift in the regulatory framework of higher education proposed by NEP 2020?
(A) Proliferating the number of specialized bureaucratic regulatory bodies to enforce rigid compliance
(B) Creating a single umbrella body, the Higher Education Commission of India

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(C) Devolving complete, unmonitored statutory regulatory authority directly to individual state governments
(D) Totally dismantling regulatory oversight to allow unchecked open-market competitive forces to operate

107. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): NEP 2020 proposes moving away from a strictly rote-learning based board examination system.
Reason (R): Board exams should evaluate higher-order capacities, such as analysis, critical thinking, and conceptual clarity, rather than simple memorization.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

108. Which digital platform is heavily promoted by NEP 2020 to ensure seamless professional development of teachers?
(A) PRAGYATA Digital Guidelines
(B) SARAL Educational Portal
(C) e-Pathshala Resource Repository
(D) NISHTHA

109. What was a significant criticism of the NPE 1986 regarding its 'Navodaya Vidyalaya' scheme?
(A) Fostering an elite subset within public schooling while general schools stayed under-resourced
(B) It completely failed to attract or enroll any talented rural students across multiple states
(C) It placed excessive, misplaced emphasis on mandatory English-medium instruction from Class I onward
(D) It focused its resources and campus allocations far too heavily on urban industrial centers

110. How does NEP 2020 address the issue of the "language barrier" in higher education and professional courses?
(A) Mandating that all professional degree programmes, including medicine and law, be taught exclusively in English
(B) Offering degree courses, including engineering and medicine, in native languages and bilingual modes
(C) Strictly prohibiting university faculty from utilizing regional or native Indian languages during classroom lectures
(D) Requiring all higher education applicants to clear an advanced English language proficiency exam prior to admission

111. Consider the following statements regarding the "Gender-Inclusion Fund" mentioned in NEP 2020:
I. It aims to build the nation's capacity to provide equitable quality education for all girls as well as transgender students.
II. It will be used to ensure 100% participation of girls in the schooling system.
III. It replaces all existing state-level scholarship schemes.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

112. The National Policy on Education 1986 laid stress on early childhood care and education (ECCE). Which scheme was an integral part of providing this care?
(A) Integrated Child Development Services
(B) The Right of Children to Free and Compulsory Education Act
(C) Samagra Shiksha Integrated Scheme for School Education
(D) PM POSHAN National Programme for Mid-Day Meals in Schools

113. NEP 2020 recommends that standard-setting and regulatory functions for school education at the state level should be handled by:
(A) The Directorate of Education directly
(B) An independent State School Standards Authority (SSSA)
(C) The Central Board of Secondary Education
(D) The State Council of Educational Research and Training (SCERT)

114. Under the NEP 2020 framework, what is the role of the SCERT?
(A) To directly conduct, manage, and evaluate higher secondary public board examinations statewide
(B) Leading state academic matters, curriculum, syllabus, and textbook preparation
(C) To oversee and manage the annual fiscal budgets and financial allocations of all

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government schools
(D) To monitor and strictly regulate the maximum tuition fee structures imposed by private schools

115. A critical objective of NPE 1968, adopted from the Kothari Commission, was related to textbook production. What did it recommend?
(A) Complete privatization of educational publishing, printing, and textbook distribution rights
(B) State production of affordable, high-quality textbooks accessible to all
(C) Statutory abolition of standardized printed textbooks in favor of customized teacher-made lecture notes
(D) Importing printed textbooks directly from developed foreign nations to guarantee academic quality

116. Which of the following is NOT one of the fundamental principles of NEP 2020?
(A) Recognizing, identifying, and fostering the unique capabilities of each student
(B) Flexibility for learners to choose their learning trajectories
(C) Emphasis on conceptual understanding
(D) Promoting rote memorization as the most efficient form of learning

117. What mechanism does NEP 2020 propose to ensure the tracking of children to prevent them from dropping out?
(A) Imposing severe financial fines and legal penalties on parents whose children drop out of school
(B) Tracking students and learning levels via registries and dedicated social workers
(C) Revoking subsidized food rations and welfare benefits from vulnerable families whose children drop out
(D) Deploying local law enforcement personnel and police officers to physically enforce school attendance

118. Which policy document first comprehensively formalized the shift towards defining specific learning outcomes for each grade, a concept heavily expanded upon in NEP 2020?
(A) The comprehensive Kothari Commission Report on National Educational Development
(B) The RTE Act 2009 framework defining grade-specific learning outcomes
(C) POA 1992
(D) The landmark Yash Pal Committee Report on learning without burden

119. As a school Principal reviewing the NEP 2020's stance on early childhood education, you note the focus on play-based learning. Which pedagogical framework released by the NCERT is specifically designed to address this foundational stage?
(A) NCF for Secondary Education
(B) National Curriculum for Adult Education
(C) NCF for Foundational Stage (NCF-FS)
(D) NCF for Teacher Education

120. In the context of NPE 1986, what did the term "Blackboard" in 'Operation Blackboard' symbolize?
(A) The physical installation and literal provision of a single wooden blackboard in every classroom
(B) Symbolic representation of relying exclusively on traditional, lecture-based teaching methods
(C) Minimum essential facilities required for a primary school to function
(D) A rigorous central administrative financial audit mechanism for monitoring school budgets

121. To tackle the issue of heavy school bags, which committee famously recommended "Learning without Burden," heavily influencing subsequent curriculum frameworks up to NEP 2020?
(A) The Acharya Ramamurti Review Committee
(B) The landmark Kothari Commission Report
(C) Yash Pal Committee
(D) The Dr. K. Kasturirangan Committee

122. Under NEP 2020, what is the expected outcome of integrating vocational education from Class 6 onwards?
(A) To systematically channel academically struggling students out of the formal schooling system at an early age
(B) To significantly lessen the instructional burden and daily teaching workload of academic subject teachers
(C) To generate a steady supply of low-cost, semi-skilled youth labor for immediate local industrial needs
(D) Exposing at least 50% of learners to vocational education by 2025 as a core aspect of learning

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123. A student in your school's middle stage demonstrates a keen interest in coding and computational thinking. According to NEP 2020, at what stage is the introduction of coding explicitly recommended?
(A) Foundational Stage
(B) Preparatory Stage
(C) Middle Stage
(D) Secondary Stage

124. What was the central focus of the "National Literacy Mission" initiated following NPE 1986?
(A) Eradicating adult illiteracy in the 15-35 age bracket
(B) Universally providing early pre-school education facilities in rural habitations
(C) Systematically promoting basic digital and computer literacy among public school teachers
(D) Translating classical foreign literature into multiple official regional Indian languages

125. Which aspect of higher education governance did the NPE 1986 address to provide greater autonomy to well-performing colleges?
(A) The establishment of Autonomous Colleges
(B) The abolition of the University Grants Commission
(C) The direct control of colleges by the Central Government
(D) The banning of student unions

126. NEP 2020 places great emphasis on SEDGs. Which of the following is NOT typically classified under SEDGs in the policy document?
(A) Female and transgender individuals
(B) High-income urban expatriate communities
(C) Scheduled Castes, Scheduled Tribes, OBCs, and minorities
(D) Children with disabilities

127. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The NPE 1986 placed high importance on the decentralization of educational planning and management.
Reason (R): It proposed the creation of the District Board of Education (DBE) and Village Education Committees (VECs) to manage education at the grassroots level.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

128. According to NEP 2020, what is the recommended approach to teaching multiple languages to children?
(A) Postponing all formal non-native language acquisition until students reach the secondary stage of schooling
(B) Mandating that children acquire non-native languages exclusively through formal, rigid grammar-translation methods
(C) Exposing children to multiple languages early when learning is most rapid (ages 2-8)
(D) Restricting early language instruction strictly to one single language, introducing additional languages sequentially over many years

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129. Which of the following pairs is INCORRECTLY matched based on educational policy history?
(A) Operation Blackboard – NPE 1986
(B) Common School System – Kothari Commission
(C) 10+2+3 Structure adoption – NEP 2020
(D) Foundational Literacy and Numeracy Mission – NEP 2020

130. A key structural reform in school administration suggested by NEP 2020 to optimize resources is the creation of:
(A) School Complexes/Clusters
(B) Isolated single-teacher schools
(C) Mega-schools with over 10,000 students
(D) Segregated gender-specific campuses

131. Consider the following statements regarding the role of technology in NEP 2020:
I. It advocates for the extensive use of technology to improve teaching, learning, and evaluation processes.
II. It proposes the establishment of the NETF to advise on technology adoption.
III. It aims to completely replace physical teachers with artificial intelligence within a decade.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

132. What was a primary objective of introducing the "National Open School System" (later NIOS) under the POA 1992 framework?
(A) To function primarily as a state-funded specialized preparation center for competitive engineering tests
(B) To facilitate free access to accredited degree programs offered by foreign international universities
(C) Offering alternative open schooling for dropouts, working adults, and marginalized groups
(D) To monitor, license, and regulate the daily academic functioning of elite private secondary schools

133. According to NEP 2020, how should the evaluation of students in higher education shift?
(A) Transitioning back to reliance on a single high-stakes end-of-year written examination
(B) Completely eliminating all formal student academic evaluations and assessments across all degrees
(C) Continuous evaluation based on a credit framework
(D) Restricting all undergraduate degree evaluations exclusively to standardized multiple-choice testing formats

134. Which of the following represents the correct chronological sequence of the formulation of National Policies on Education in India?
(A) 1968, 1986, 1992 (POA), 2020
(B) 1986, 1968, 2020, 1992 (POA)
(C) 1968, 1992 (POA), 1986, 2020
(D) 1992 (POA), 1968, 1986, 2020

135. Consider the following components of NEP 2020:
I. Introduction of a 360-degree multidimensional holistic progress card.
II. Setting up of PARAKH as a standard-setting body.
III. Elimination of the Class 10 and 12 Board Examinations permanently.
IV. Shift from summative to formative and competency-based assessment.
Which of the above components accurately reflect NEP 2020's stance on assessment?
(A) I, II and IV
(B) II, III and IV
(C) I, III and IV
(D) I, II, III and IV

136. What was the central premise of the NPE 1968 regarding the role of education in national development?
(A) Educational policy should focus exclusively on training a disciplined, administrative workforce for state bureaucracy.
(B) Educational planning should be strictly decoupled from national economic strategies to preserve academic purity.
(C) Foreign educational universities and private providers should be invited to fully manage and operate the national education system.
(D) Reconstructing education to foster socio-economic growth, cultural integration, and social equity

137. Which policy specifically mandated the creation of the Indian Education Service (IES) as an all-India service, a recommendation that remains historically debated?
(A) NPE 1968
(B) POA 1992
(C) NEP 2020
(D) NPE 1986

138. Under the POA 1992, the expansion of the 'Operation Blackboard' scheme aimed to provide at least how many teachers to primary schools, up from the two recommended in 1986?
(A) Three teachers
(B) Four teachers
(C) Five teachers
(D) One teacher per grade

139. You are setting up a Continuous Professional Development (CPD) plan for your teachers under NEP 2020 guidelines. What is the minimum number of hours of CPD that each teacher is expected to participate in annually?
(A) 20 hours
(B) 30 hours
(C) 50 hours
(D) 100 hours

140. Which of the following best describes the "Light but Tight" regulatory framework for higher education proposed by NEP 2020?
(A) Heavy, micro-managing bureaucratic administrative interference paired with lax and ineffective academic quality standards
(B) Regulation focusing on financial probity and governance while granting wide academic autonomy
(C) Total statutory deregulation of all private

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higher education with zero administrative checks on financial practices
(D) Rigid central dictation of all academic syllabi combined with minimal and superficial institutional financial audits

141. The NEP 2020 emphasizes "Experiential Learning". In pedagogical terms, this primarily means:
(A) Learning primarily by reading and mechanically memorizing historical biographies of famous historical figures
(B) Learning strictly and passively by watching pre-recorded instructional educational videos on electronic screens
(C) Learning exclusively outside physical classroom environments in completely unstructured, informal settings
(D) Learning through hands-on tasks, arts, sports, and storytelling

142. A significant feature of NPE 1986 was its focus on 'Delinking Degrees from Jobs'. Which of the following mechanisms was proposed to facilitate this?
(A) Establishing a National Testing Service to voluntarily assess candidate job suitability
(B) Enforcing a complete statutory ban on issuing formal undergraduate and postgraduate university degrees nationwide
(C) Enforcing statutory regulations requiring all public and private sector employment openings to be distributed randomly
(D) Requiring all corporate entities and private businesses to conduct standardized recruitment examinations inside university campuses

143. You are leading a school managing committee (SMC) meeting to discuss the NEP 2020 mandate on language. A community member argues that teaching in the mother tongue will prevent children from learning English. According to NEP 2020, what is the correct perspective?
(A) English language instruction should be completely abolished and abandoned across all primary and secondary schools.
(B) English and regional mother tongues are structurally incompatible and cannot be taught simultaneously in the same institution.
(C) Instruction in the home language or mother tongue is a remedial approach meant exclusively for academically struggling students.
(D) A strong mother tongue base eases learning other languages, including English.

144. Which of the following is a key objective of establishing "Balvatika" as per the NEP 2020 framework?
(A) To introduce formal, high-stakes written academic examinations and standardized testing for children at age 5
(B) To offer a pre-Class 1 preparatory year fostering cognitive, affective, and psychomotor development
(C) To systematically segregate and isolate children with developmental delays or special physical needs from peers
(D) To serve as an exclusive, fee-charging English language conversational training center for young urban children

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145. What critical aspect of teacher deployment does NEP 2020 address to ensure teachers are highly invested in their communities?
(A) Minimizing frequent teacher transfers to maintain stable community deployment
(B) Enforcing a system of daily or weekly rotational teacher transfers across different administrative blocks
(C) Legally mandating that public school teachers can never be deployed within their native home district boundaries
(D) Periodically assigning all active classroom teachers to administrative civil service desk work for six months each year

146. A critical focus of the NPE 1986 regarding adult education was:
(A) Restricting adult education and literacy campaigns exclusively to densely populated urban metropolitan areas
(B) Automatically awarding honorary undergraduate university degrees to all adults who complete literacy modules
(C) Linking literacy with functional skills and livelihood opportunities
(D) Enforcing universal adult literacy attendance strictly through legal mandates and financial penalty threats

147. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The NPE 1968 recommended that sports and physical education should be an

integral part of the educational process.
Reason (R): It aimed to identify talent early and promote physical fitness alongside academic development.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

148. Which organization was historically tasked by the NPE 1986/92 with the responsibility of designing the National Curriculum Framework?
(A) NCTE
(B) UGC
(C) NCERT
(D) NITI Aayog

149. According to NEP 2020, students are allowed to exit higher education early with a certificate or diploma. What is this structural feature known as?
(A) Multiple Entry and Exit options
(B) Institutional high dropout rate tolerance framework
(C) Rigid secondary academic tracking system
(D) Early compulsory vocational streaming pathway

150. A major critique of the educational policies before NEP 2020 was the silos between different streams. NEP 2020 addresses this by promoting:
(A) Enforcing an even harder, legally mandated structural separation between Arts, Commerce, and Science faculties
(B) Multidisciplinary, holistic education across sciences, social sciences, arts, and sports
(C) Permanently abolishing the Humanities and Arts stream from higher education funding frameworks
(D) Making core natural science and advanced mathematics courses compulsory for all university students until graduation

151. Consider the following statements regarding the education of minorities in NPE 1986:
I. It recognized that some minority groups were educationally backward or deprived.
II. It emphasized the protection of constitutional guarantees to establish and administer their own educational institutions.
III. It mandated the forced assimilation of minority educational institutions into state government control.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

152. Under NPE 1986, which scheme specifically targeted the improvement of science education in schools?
(A) Improvement of Science Education in Schools (ISES)
(B) Computer Literacy and Studies in Schools (CLASS) national project
(C) Operation Blackboard central primary infrastructure grant scheme
(D) DIKSHA National Digital Infrastructure for Teachers platform

153. What was the central philosophy of the "Rural Universities" concept supported by early educational policies based on the Kothari Commission?
(A) To directly replicate existing traditional urban university structures in rural districts without adapting the academic curriculum
(B) Fostering rural transformation via agriculture and development-focused education rooted in Gandhian ideas
(C) To restrict higher educational scope by offering only vocational secondary level schooling within rural geographical areas
(D) To function exclusively as short-term technical trade training centers designed to facilitate rural-to-urban population migration

154. Under the NEP 2020, the NIPUN Bharat mission aims to ensure that every child achieves foundational literacy and numeracy by the end of which grade?
(A) Grade 1
(B) Grade 5
(C) Grade 8
(D) Grade 3

155. Which of the following assessments is typically conducted at the national level to evaluate the health of the educational system, a practice strongly endorsed by NEP 2020?
(A) National Achievement Survey (NAS)
(B) Central Teacher Eligibility Test (CTET)
(C) Joint Entrance Examination (JEE)
(D) National Talent Search Examination (NTSE)

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156. The NPE 1986 stressed the use of "Educational Technology" primarily to:
(A) Systematically replace human classroom teachers with automated educational technology in remote rural schools
(B) Enhance educational quality, broaden access, and support teacher training
(C) Administer fully automated, computer-based national examinations without human supervision or intervention
(D) Continuously monitor student behavior and campus discipline using centralized CCTV surveillance equipment

157. Which of the following correctly identifies a major shift in curriculum design under NEP 2020?
(A) Significantly increasing the volume of textbook information and required readings to ensure international competitiveness
(B) Eliminating all regional variations by consolidating diverse state learning materials into a single standardized national textbook
(C) Trimming curriculum content to core essentials to allow space for critical, inquiry-based learning
(D) Removing humanities disciplines such as history, sociology, and geography to redirect all instructional hours toward STEM subjects

158. As per NEP 2020 guidelines, how should the assessment of a student with a specific learning disability be handled?
(A) They should be completely exempted from taking any formal or informal academic assessments throughout their schooling.
(B) Utilizing flexible assessment options like extra time, scribes, and tailored evaluation modes
(C) They must face the exact same standardized written assessments without any physical or logistical modifications whatsoever.
(D) They should be evaluated exclusively through informal oral questioning while completely waiving written examination components.

159. What does the term "Equitable and Inclusive Education" encompass under NEP 2020?
(A) Distributing identical physical infrastructure and funding allocations to every public school, regardless of local need
(B) Mandating a strictly standardized national student dress code across all public and private educational institutions
(C) Statutory banning of all fee-charging private institutions to compel all citizens to attend state-run government schools
(D) Ensuring equal opportunity to learn regardless of birth or social background

160. Which of the following bodies was envisioned by POA 1992 to act as a bridge between the school and the community to improve enrollment and retention?
(A) Village Education Committee (VEC)
(B) State Planning Board
(C) University Grants Commission
(D) Central Board of Secondary Education

161. A key strategy of NPE 1986 to make higher education more relevant was to:
(A) Introduce specialized academic degree programs that were exclusively theoretical and abstract in nature
(B) Redesigning courses to align with workplace demands and interdisciplinary study
(C) Systematically eliminate all regional language degree courses and literature programs from university departments
(D) Strictly restrict university entrance and higher education access to only the top 5% of high school graduates nationwide

162. How does NEP 2020 plan to address the severe shortage of teachers in specific subjects like arts, physical education, and vocational crafts in rural areas?
(A) Hiring local experts as master instructors across school complexes
(B) Completely eliminating arts, physical education, and vocational crafts from the formal school curriculum
(C) Mandating that existing full-time mathematics and natural science faculty take over teaching these specialized subjects
(D) Replacing physical instructors entirely by relying on pre-recorded video broadcasts delivered via digital screens

163. A school principal reviewing the NEP 2020 policy notes the introduction of "Gifted Education". Which of the following is a recommended approach for this?
(A) Physically isolating academically gifted young children into specialized, elite residential schools starting from age 5
(B) Forcing advanced learners to skip multiple

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primary and secondary grades aggressively regardless of emotional maturity
(C) Supporting specialized enrichment, Olympiads, and project work within mainstream schooling
(D) Consciously ignoring demonstrated high cognitive capabilities to prevent other enrolled classmates from feeling inferior

164. What is the fundamental goal of the "National Book Promotion Policy" as highlighted in NEP 2020?
(A) To enact statutory prohibitions banning the import and distribution of foreign author books nationwide
(B) To systematically digitize all printed literature while decommissioning and destroying physical print copies
(C) To centralize all commercial book publishing and distribution rights under direct state government control
(D) Promoting book availability, accessibility, quality, and readership across languages

165. The Kothari Commission explicitly recommended connecting education to the life, needs, and aspirations of the people. This was formally translated in NPE 1968 through the emphasis on:
(A) Socially Useful Productive Work (SUPW) and Work Experience
(B) Relying heavily on mechanical rote learning of classical historical literature
(C) Maintaining an exclusive, high-stakes focus on clearing competitive university entrance exams
(D) Mandating the compulsory academic study of foreign political history across all secondary grades

166. Which policy actively promoted the decentralization of university management by establishing distinct Departments and autonomous centers of excellence?
(A) NPE 1968
(B) NPE 1986
(C) POA 1992
(D) NEP 2020

167. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): NEP 2020 recommends the restructuring of the school curriculum into a 5+3+3+4 design.
Reason (R): This restructuring is designed to align the curriculum strictly according to the cognitive developmental stages of children as per modern psychological research.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

168. According to NEP 2020, what is the role of the State School Standards Authority (SSSA)?
(A) To directly organize, administer, and grade state-level secondary school public board examinations annually
(B) Establishing basic operational standards (safety, infrastructure, probity) for all schools
(C) To formulate, regulate, and dictate the academic syllabus and degree curricula for higher education institutions
(D) To oversee and manage the routine daily administrative and personnel management tasks of public government schools

169. What was the central critique of the "10+2+3" structure that NEP 2020 aimed to resolve?
(A) Omission of formal educational planning for early childhood (ages 3-6)
(B) It failed to provide adequate strategic emphasis and financial investment in university level higher education.
(C) It allocated a disproportionate and excessive amount of instructional time strictly to practical vocational training.
(D) It suffered from restrictive geographic implementation, functioning almost exclusively in major urban metropolitan centers.

170. Under NPE 1986, which scheme was pivotal in establishing resource centers at the block and cluster levels for continuous teacher support?
(A) Operation Blackboard centrally sponsored infrastructure improvement initiative
(B) DPEP and SSA framework supporting block/cluster resource centers
(C) National Literacy Mission adult literacy and non-formal education program
(D) Jawahar Navodaya Vidyalaya scheme for talented rural secondary students

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171. Consider the following statements about the integration of Indian Knowledge Systems (IKS) in NEP 2020:
I. IKS will be integrated seamlessly across the curriculum, including mathematics, astronomy, philosophy, and architecture.
II. Tribal ethno-medicinal practices and traditional agricultural practices are considered part of IKS.
III. The integration of IKS means replacing modern scientific theories with ancient texts entirely.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

172. The POA 1992 recommended the introduction of the "Minimum Levels of Learning" (MLL) at the primary stage. What was its main objective?
(A) To establish an artificial upper ceiling restricting how much advanced content an exceptional student can learn
(B) To systematically lower examination passing thresholds to artificially achieve 100% student graduation results
(C) Defining essential competencies for each grade to ensure educational equity
(D) To administrative set physical health parameters, standardizing required height and weight ranges for school children

173. According to NEP 2020, the traditional "rote learning" model heavily impacts student mental health. To combat this, the policy strongly promotes:
(A) Mandating open-book written examinations across all academic subjects starting from Class 1 onward
(B) Legally prohibiting teachers from assigning any form of homework or home study up to Class 12
(C) Implementing self-grading models where enrolled students are permitted to choose their own final marks
(D) Focusing on core concepts while promoting holistic, inquiry-based learning

174. Which major evaluation reform was a key focus of the POA 1992 but achieved widespread statutory backing only later under the RTE Act?
(A) Continuous and Comprehensive Evaluation
(B) Standardized Computer-Based Online Board Examinations
(C) Objective-type multiple choice testing
(D) Student peer-grading evaluation system

175. Consider the following policy initiatives regarding teacher education:
I. Kothari Commission recommended raising the economic, social, and professional status of teachers.
II. NPE 1986 led to the establishment of DIETs.
III. NEP 2020 mandates a 4-year integrated B.Ed. as the minimum degree qualification by 2030.
IV. POA 1992 abolished the National Council for Teacher Education (NCTE).
Which of the above statements are correct?
(A) I, II and III
(B) II, III and IV
(C) I, III and IV
(D) I, II, III and IV

176. What is the fundamental difference between 'Assessment OF Learning' and 'Assessment FOR Learning' as highlighted in NEP 2020?
(A) Assessment OF learning is strictly formative in nature, whereas Assessment FOR learning is strictly summative end-of-year testing.
(B) Assessment OF learning is conducted exclusively by parents at home, whereas Assessment FOR learning is conducted by student peers.
(C) There is no conceptual or practical difference between the two terms; they are used completely interchangeably in pedagogy.
(D) Assessment OF learning is summative end-of-period evaluation; Assessment FOR learning is formative tool during teaching.

177. A principal notices that teachers are struggling to integrate technology into their pedagogy. Which NEP 2020 initiative is specifically designed to provide a comprehensive repository of digital resources and teacher training modules?
(A) DIKSHA
(B) PM POSHAN
(C) Samagra Shiksha
(D) PARAKH

178. What was the primary rationale behind NPE 1986's recommendation for "Pace-Setting Schools" (Navodaya Vidyalayas)?
(A) To establish subsidized high-quality educational institutions reserved exclusively for affluent urban elites

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(B) Nurturing talented rural children with quality education regardless of socio-economic status
(C) To function primarily as state-managed juvenile reformatory and correctional facilities for troubled youth
(D) To prepare and train secondary school students exclusively for mandatory career entry into national military service

179. In a comparative analysis, while NPE 1968 heavily emphasized the 'Common School System' to reduce segregation, NEP 2020 addresses equity primarily through the concept of:
(A) Encouraging systemic elite segregation across private educational institutions
(B) Legally mandating private school enrollment for all children regardless of income
(C) Completely eliminating all affirmative action reservations across public and private educational institutions
(D) Special Education Zones (SEZs) and targeted support for SEDGs

180. The Kothari Commission report was unique among post-independence commissions because it:
(A) Placed its analytical scope and policy recommendations exclusively on primary school education
(B) Restricted its advisory framework and research scope exclusively to university higher education
(C) Was authored and drafted entirely by an international committee composed strictly of foreign experts
(D) Comprehensively reviewing the entire education system from primary to higher stages

181. A critical implementation challenge for the NPE 1986 was the 'Vocationalization of Education'. Why did it fall significantly short of its 25% diversion target by 1995?
(A) Vocational courses lacked vertical mobility to degrees and faced negative social perception.
(B) The vocational syllabi were excessively complex and rigorous, causing the vast majority of enrolled students to fail.
(C) Higher education universities explicitly refused entry to any applicant who had not taken mandatory vocational courses.
(D) An excessive proliferation of uncoordinated private industry partnerships created administrative chaos across state boards.

182. Which of the following best encapsulates the "Multilingualism" strategy of NEP 2020?
(A) Restricting all school instruction strictly to English and Hindi uniformly across all Indian states and territories
(B) Enforcing a strict statutory rule requiring every student to master exactly five distinct languages before graduation
(C) Enacting a complete legal ban prohibiting the use or teaching of the English language inside all government schools
(D) Using home language as a bridge while learning other Indian and foreign languages

183. Under the NEP 2020, what structural shift is envisioned for the existing standalone B.Ed. colleges?
(A) All standalone teacher education colleges will be closed down permanently and immediately.
(B) Transitioning into multidisciplinary institutions or clusters by 2030
(C) Standalone colleges will be automatically upgraded into fully independent degree-granting state universities.
(D) Standalone teacher colleges will be physically merged into local government secondary school campuses.

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184. The National Policy on Education 1986 strongly emphasized "Media and Educational Technology". Which satellite-based educational program was massively expanded during this period?
(A) EDUSAT dedicated educational satellite network
(B) Swayam Prabha direct-to-home educational channels
(C) SITE extensions and UGC's Countrywide Classroom
(D) PM eVIDYA multi-mode digital learning initiative

185. You are the Principal of a school preparing for the transition to the NEP 2020 assessment framework. A teacher asks how the new Holistic Progress Card differs from the old report card. What is your correct response?
(A) The new report card discards descriptive grades to display only absolute numerical marks in each academic subject.
(B) It covers self, peer, and teacher evaluations

across cognitive, affective, and psychomotor domains.
(C) The new progress card is functionally identical to traditional report cards, except it is generated and issued digitally.
(D) The new assessment tool focuses exclusively on co-curricular and extracurricular performance, omitting academic subjects.

186. Which of the following recommendations was common to both the Kothari Commission and NEP 2020 regarding education financing?
(A) Shift educational funding reliance entirely toward private corporate philanthropy
(B) Generating primary operational revenue by charging high tuition fees in public schools
(C) Increasing public education spend to 6% of GDP
(D) Completely phasing out and abolishing government funding allocations for higher education

187. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The NPE 1986 led to the formulation of a detailed Programme of Action (POA) in 1986, which was further updated in 1992.
Reason (R): Policy declarations without an explicit implementation framework, clear assignment of responsibilities, and financial commitments usually fail to achieve their objectives.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

188. In tracing the timeline of policy shifts, which commission explicitly linked the concept of "National Development" with "Science and Technology Education" as a core pillar?
(A) Mudaliar Commission
(B) Justice Verma Commission
(C) Kothari Commission
(D) Radhakrishnan Commission

189. A significant policy shift in NEP 2020 regarding early childhood care and education (ECCE) is:
(A) Maintaining ECCE strictly under the Ministry of Women and Child Development without any administrative or pedagogical linkage to schooling
(B) Fully privatizing all Anganwadis and public ECCE centers, transferring management to private corporate operators
(C) Legally prohibiting any structured formal or informal ECCE programs for children until they reach age 6
(D) Integrating ECCE into the formal 5+3+3+4 structure under the Ministry of Education

190. What is the fundamental approach of NEP 2020 towards adult education and lifelong learning?
(A) To systematically phase out and abandon state-funded adult education initiatives on the grounds of cost-ineffectiveness
(B) To construct entirely separate, parallel nationwide university systems dedicated exclusively to adult learners
(C) Integrating adult education into school complexes using shared resources and volunteers
(D) To restrict adult education programs strictly to fundamental literacy, while completely excluding vocational skill training

191. Consider the following statements regarding the evolution of language policies in Indian education:
I. NPE 1968 formalized the Three-Language Formula.
II. NPE 1986 reiterated the implementation of the Three-Language Formula.
III. NEP 2020 abolished the Three-Language Formula in favor of an English-only policy.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

192. One of the central criticisms of the implementation of the 'Common School System' envisioned in 1968 and 1986 has been:
(A) The total absence of constitutional provisions and legal mandates regarding access to education
(B) The explicit refusal of the central government to allocate tax revenues toward state education budgets
(C) The near-total absence of public interest and community demand for formal primary education in rural areas
(D) Inconsistent quality across government

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schools leading to an unequal private school expansion

193. The NEP 2020 envisions creating a new National Assessment Centre, PARAKH. Which of the following is NOT one of its stated functions?
(A) Formulating standardized norms, criteria, and guidelines for student assessment across boards
(B) Providing technical guidance and oversight for state-level State Achievement Surveys (SAS)
(C) Continuously tracking and monitoring the nationwide achievement of student learning outcomes
(D) Conducting civil service exams for school administrators

194. The shift from "rote memorization" to "conceptual understanding" under NEP 2020 relies heavily on:
(A) Substantially increasing the duration and length of end-of-year final written examinations
(B) Systematically removing classroom teachers from participating in student evaluation processes
(C) Officially publishing and distributing written examination question papers twenty-four hours in advance
(D) Formative and competency-based assessment

195. What was a major intervention by the POA 1992 specifically concerning the education of children with special needs?
(A) To systematically exclude children with special needs entirely from the public mainstream school system
(B) To legally mandate that children with disabilities attend only specialized private international institutions
(C) To revoke their statutory right to participate in or sit for standardized secondary board examinations
(D) Integrating children with mild to moderate disabilities into general schools

196. Under NEP 2020, to ensure that the medium of instruction policy is successful, the government aims to:
(A) Enacting statutory prohibitions to ban all English-medium private schools nationwide
(B) Legally compelling all public school teachers to master at least five regional languages
(C) Developing high-quality bilingual textbooks and learning materials
(D) Mandating that all national level competitive examinations be conducted strictly in Sanskrit

197. The concept of "School Complexes" initially proposed by the Kothari Commission finds its modern reiteration in NEP 2020 primarily to solve which persistent problem?
(A) Administrative challenges of managing small, under-resourced, single-teacher schools
(B) Widespread shortages of private corporate sponsorship and philanthropic funding for elite schools
(C) Persistent administrative issues caused by excessive parental interference in routine school management
(D) Addressing social problems associated with enrolled students having excessive unmonitored free time

198. Which of the following represents a major paradigm shift in higher education degrees proposed by NEP 2020?
(A) Mandating that all university undergraduate degree programmes be restricted strictly to 2 years
(B) Permanently abolishing all postgraduate Master's degree programs across public universities
(C) Legally requiring all research scholars to complete an M.Phil. degree prior to enrolling in a Ph.D.
(D) Introducing a 4-year multidisciplinary Bachelor's degree with entry and exit options

199. A recurring theme in NPE 1968, NPE 1986, and NEP 2020 is the role of the teacher. Which statement best synthesizes the progressive policy consensus on teachers?
(A) Public school teachers are viewed as mere passive implementers of top-down, central government mandated academic curriculums.
(B) Rapid technological advancement in artificial intelligence will inevitably and completely eliminate the need for human classroom teachers.
(C) Classroom teachers should be explicitly excluded from participating in curriculum development, textbook drafting, or assessment design.
(D) Teacher status, training, and working conditions are pivotal for educational quality

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and national development.

200. Comparing the broad strategic focus of the three major policies, which sequence accurately reflects their historical contexts?

(A) 1968: Access & structure → 1986: Equity, quality & tech → 2020: Holistic 21st-century skills

(B) 1968: Expansion of digital and computer-based learning → 1986: Interdisciplinary university research frameworks → 2020: Foundational adult literacy

(C) 1968: Mandatory secondary vocationalization → 1986: Integration of ancient knowledge systems → 2020: Specialized industrial technical training

(D) 1968: Adoption of globalized academic curricula → 1986: Transition to localized regional curricula → 2020: Elimination of formal standardized curricula

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ANSWERS

1. (B) The Resolution on National Policy on Education based on the Kothari Commission
The Kothari Commission (1964–66) provided a comprehensive review of the entire educational system in India. Its landmark recommendations served as the primary foundation for the first National Policy on Education adopted in 1968. The policy formally incorporated the commission's structural vision, emphasizing national integration, expansion of educational facilities, and socio-economic transformation across all levels of schooling.

2. (C) 6 percent
The Kothari Commission recommended that national expenditure on education should be gradually increased to reach six percent of the Gross National Product by 1986. This target was recognized as crucial for providing quality infrastructure, improving teacher salaries, ensuring equitable access, expanding research capabilities, and driving the overall socio-economic and educational progress of the nation effectively.

3. (A) Establishing a 'Common School System' to ensure neighborhood schools provide equitable access
The Kothari Commission advocated for the establishment of a Common School System to provide equal educational opportunities to all children regardless of social or economic status. By establishing functional neighborhood schools, geographic barriers are minimized, ensuring that students, particularly young women, can safely access quality secondary education close to their homes without facing severe commute challenges.

4. (C) Education as the primary instrument for social and economic transformation
The Kothari Commission framed education not merely as an academic exercise, but as the main driver of national development. It posited that education must be linked directly to productivity, social cohesion, democracy, and modernization, thereby serving as a transformative instrument to solve pressing economic and social problems across the nation through structured curricular alignment.

5. (A) It suggested the abolition of the Three-Language Formula in secondary education.
Contrary to abolishing it, the Kothari Commission explicitly recommended the implementation of a modified Three-Language Formula at the secondary level to promote national integration and linguistic harmony. The commission advocated studying a regional language, Hindi or English, and another modern Indian or foreign language, alongside introducing the 10+2+3 structural pattern and integrating work experience into school education.

6. (D) The adoption of the Three-Language Formula
The National Policy on Education 1968 emphasized the Three-Language Formula to foster national cohesion and facilitate communication across diverse linguistic regions in India. By requiring students to study the regional language, Hindi, and English or another modern Indian language, the policy sought to bridge cultural divides and encourage harmonious inter-state understanding within the national education system.

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7. (A) Both A and R are true and R is the correct explanation of A
Equalisation of educational opportunities was a fundamental goal of the National Policy on Education 1968. The policy explicitly identified that reducing regional disparities and expanding educational access to rural, disadvantaged, and marginalized groups were essential prerequisites for building social unity, promoting equal democratic participation, and achieving balanced economic growth across all parts of the country.

8. (C) To accelerate economic growth and modernize agriculture and industry
The National Policy on Education 1968 placed strong emphasis on science education and research to fuel rapid economic development. By integrating scientific concepts and technical skills into the school curriculum, the policy aimed to modernize agricultural practices, boost industrial production, foster innovation, and build a self-reliant economy capable of addressing contemporary technological demands.

9. (D) At the end of 10 years of schooling
Following the structural recommendations of the Kothari Commission, the 1968 policy established the 10+2+3 pattern. Under this framework, general education was designed to span ten years, culminating in the first public secondary school examination. This structure ensured a broad, unified curriculum for all students before they branched into specialized academic or vocational secondary streams.

10. (A) The Common School System
The Common School System was formally endorsed in the 1968 policy to bring children from diverse socio-economic backgrounds into shared educational spaces. By providing open access, uniform standards, and free tuition, this model aimed to break down social barriers, prevent educational segregation, and cultivate a sense of shared citizenship and social solidarity among all segments of society.

11. (A) I and II
The Three-Language Formula articulated in NPE 1968 mandated studying Hindi, English, and a modern Indian language (preferably southern) in Hindi-speaking states, and the regional language, Hindi, and English in non-Hindi speaking states. Sanskrit was encouraged as an additional optional or classical language, but it was not prescribed as a compulsory language for every student nationwide.

12. (B) To address evolving socio-economic needs, demographic growth, and technological trends
Formulated nearly two decades after the initial 1968 policy, the National Policy on Education 1986 responded to dynamic social changes, rapid population growth, regional imbalances, and emerging technological developments. It sought to modernize education, enhance quality across all levels, promote human resource development, and prepare the nation to meet complex future economic and technological challenges effectively.

13. (A) Equal conditions for success
The National Policy on Education 1986 broadened the equity agenda by moving beyond basic enrollment and physical availability of schools. It stressed creating equal conditions for success by improving institutional infrastructure, providing learner-centric teaching methodologies, offering remedial support, and addressing systemic social handicaps so that every student could achieve comparable learning outcomes regardless of their background.

14. (C) Operation Blackboard
Operation Blackboard was a major centrally sponsored initiative launched in 1987 as a direct outcome of the NPE 1986. It aimed to substantially improve physical and instructional facilities in primary schools across India by providing essential minimum infrastructure, such as two usable all-weather rooms, learning materials, blackboards, teaching aids, and at least two teachers per primary school.

15. (A) I, II and III
The NPE 1986 led to the creation of District Institutes of Education and Training (DIETs), Jawahar Navodaya Vidyalayas for rural talent, and the National Literacy Mission to eradicate adult illiteracy. However, the restructuring of the school system into the 5+3+3+4 pattern was introduced much later under the National Education Policy 2020, replacing the older 10+2 structure.

16. (C) To offer quality modern education with cultural values to talented rural children
Jawahar Navodaya Vidyalayas were established as pace-setting residential institutions under NPE 1986 to identify and nurture talented children from rural areas. These schools provide high-quality modern education, foster national integration through student exchanges across language regions, offer free room and board, and promote cultural values, ensuring socio-economic background does not hinder student potential.

17. (B) Launching Mahila Samakhya programmes for women's educational empowerment
To operationalize the mandate of Education for Women's Equality, the Mahila Samakhya programme was launched following NPE 1986. This initiative focused on empowering women from socially and economically marginalized communities through education, awareness, collective action, and skill development, directly enabling them to overcome socio-cultural barriers and actively participate in educational and developmental processes.

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18. (A) Locating school buildings, Balwadis, and Adult Education Centres in such a way as to facilitate full participation
The NPE 1986 prioritized educational access for Scheduled Castes and Scheduled Tribes by strategically planning institutional locations. By placing schools, early childhood centers, and adult education units directly within marginalized habitations, the policy systematically removed physical access barriers, encouraged regular attendance, prevented dropouts, and ensured inclusive educational development for historically disadvantaged communities.

19. (D) Providing at least two usable rooms, toys, and essential primary learning materials
Operation Blackboard was designed to guarantee essential minimum instructional standards in primary schools. Under the policy guidelines, funds were specifically earmarked for immediate baseline facilities: constructing at least two all-weather usable classrooms, providing blackboards, charts, maps, toys, learning materials, and appointing a second teacher, rather than funding non-essential administrative buildings or advanced equipment.

20. (B) Provide an operational strategy and implementation roadmap for NPE 1986
The Programme of Action (POA) 1986 was formulated alongside the NPE 1986 to convert broad policy principles into actionable strategies. It provided a structured operational roadmap, detailing target timelines, resource allocation mechanisms, departmental responsibilities, and specific programmatic interventions across all sectors of education to ensure effective, time-bound execution of national policy objectives.

21. (C) 1992
The National Policy on Education 1986 underwent a comprehensive review by the Acharya Ramamurti Committee in 1990 and the Janardhana Reddy Committee in 1992. Based on their recommendations, the central government approved key modifications in 1992, resulting in an updated Programme of Action (POA 1992) that refined implementation strategies across all educational levels.

22. (A) Expanding Operation Blackboard to upper primary classes
Following reviews of the 1986 policy, the revised Programme of Action 1992 expanded the scope of Operation Blackboard beyond primary education. The updated framework mandated providing essential physical infrastructure, three usable rooms, and three teachers to upper primary schools, thereby strengthening facilities and supporting smooth retention as students transitioned to middle stage education.

23. (A) District Institute of Education and Training (DIET)
The NPE 1986 and POA 1992 mandated establishing District Institutes of Education and Training in every district to decentralize academic support. DIETs serve as nodal grassroots institutions responsible for conducting pre-service and in-service teacher training, developing contextual learning materials, providing continuous pedagogical guidance, and carrying out action research to enhance primary education quality.

24. (D) Higher Secondary stage (+2 level)
The NPE 1986/92 designated the Higher Secondary stage (+2 level) for the systematic introduction of distinct vocational streams. The objective was to offer diversified, job-oriented courses alongside academic subjects, allowing students to gain practical employment skills, encourage self-employment, and divert a significant proportion of secondary graduates directly into productive economic sectors.

25. (B) 25 percent
To reduce pressure on university higher education and foster skilled manpower, the National Policy on Education 1986 targeted diverting 10 percent of higher secondary students into vocational streams by 1990, expanding this goal to 25 percent by 1995. This target aimed to align secondary educational outputs directly with prevailing employment and industrial demands.

26. (D) National Institute of Open Schooling (NIOS)
In line with the NPE 1986 emphasis on flexible, non-formal learning systems, the National Open School was established in 1989 (later renamed National Institute of Open Schooling). It was created to offer accessible, flexible secondary and vocational learning opportunities for school dropouts, working individuals, rural youth, and marginalized sections unable to attend regular formal schools.

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27. (A) Both A and R are true and R is the correct explanation of A
The NPE 1986 strongly championed a child-centered approach to primary education to create a supportive learning environment. The policy recognized that replacing punitive measures and corporal punishment with joyful, activity-based pedagogy directly addresses child psychology, enhances student engagement, improves retention rates, and reduces primary school dropout rates effectively across diverse educational settings.

28. (B) The K. Kasturirangan Committee
The Committee for the Draft National Education Policy, chaired by eminent scientist Dr. K. Kasturirangan, submitted its comprehensive report in 2019. Building on earlier consultations, including the TSR Subramanian Committee inputs, this landmark report provided the foundational framework and core recommendations that directly led to the formulation and official adoption of NEP 2020.

29. (A) Rooted in Indian ethos while fostering global citizens
The overarching vision of NEP 2020 is to transform India into a vibrant knowledge society by providing high-quality education to all. The policy designs an education system deeply rooted in Indian values, ethos, and heritage, while simultaneously equipping learners with 21st-century skills, critical thinking, global competence, and a commitment to sustainable development.

30. (D) Removing hard boundaries between arts, sciences, curricular, extra-curricular, and vocational streams
A fundamental principle of NEP 2020 is the elimination of rigid silos across academic disciplines and activities. By removing hard separations between arts and sciences, curricular and extra-curricular pursuits, or academic and vocational tracks, the policy enables flexible learning pathways, fosters holistic multidisciplinary education, and allows students to explore diverse interests seamlessly.

31. (D) I, II and III
The NEP 2020 replaces the legacy 10+2 system with a 5+3+3+4 structure mapping to cognitive growth stages. The 5-year Foundational Stage serves ages 3–8; the 3-year Preparatory Stage covers ages 8–11 (Classes 3–5); and the 3-year Middle Stage encompasses ages 11–14 (Classes 6–8), ensuring continuous developmental progression.

32. (B) Anganwadi/Pre-school/Balvatika
Under the 5+3+3+4 curricular structure of NEP 2020, the 5-year Foundational Stage is divided into two parts. The first three years cover ages 3 to 6, delivered through flexible, play-based early childhood care and education in Anganwadis, pre-schools, or Balvatika, followed by two years covering Classes 1 and 2 for ages 6 to 8.

33. (B) Middle Stage
The Middle Stage under NEP 2020, covering Classes 6 through 8, introduces experiential learning across core subjects such as science, mathematics, arts, social sciences, and humanities. It shifts instruction toward conceptual understanding, critical inquiry, subject-oriented discussions, and hands-on exploratory activities, building upon the foundational skills established in earlier primary schooling stages.

NODIA

34. (A) It mandates rigid streaming into Science, Commerce, or Arts without flexibility.
The Secondary Stage in NEP 2020 (Classes 9 to 12) explicitly eliminates rigid streaming into Science, Commerce, or Arts. Instead, it offers a four-year multidisciplinary framework that provides high flexibility, subject choice, higher-order critical thinking, and exposure to foreign languages, allowing students to combine subjects according to their interests and future aspirations.

35. (A) 2025-26
NEP 2020 identifies foundational literacy and numeracy as an urgent national prerequisite. To execute this mandate, the Ministry of Education launched the NIPUN Bharat Mission, establishing a clear target deadline for every child to attain universal foundational reading, writing, and basic mathematical skills by Grade 3 by the academic year 2025–26.

36. (D) Advanced calculus and trigonometry
Foundational Literacy and Numeracy (FLN) focuses strictly on basic early learning skills for children up to Grade 3. Core components include oral language development, phonics, decoding, reading comprehension, basic counting, simple number operations, and spatial understanding.

Advanced topics like calculus and trigonometry belong to secondary level education and are not part of FLN.

37. (C) National Book Promotion Policy
NEP 2020 stresses building a nation of readers by ensuring widespread access to quality literature in local and regional languages. To achieve this, the policy mandates formulating a National Book Promotion Policy to set up public and school libraries, expand book availability across regions, support local authors, and systematically cultivate vibrant reading habits nationwide.

38. (A) The home language or mother tongue or regional language
NEP 2020 highlights cognitive research showing that young children learn core concepts most effectively in their primary language. Therefore, it mandates that the medium of instruction until at least Grade 5, and preferably until Grade 8 and beyond, should be the home language, mother tongue, local language, or regional language across public and private schools.

39. (D) Children grasp complex concepts faster in their home language or mother tongue.
Research in child development and educational psychology demonstrates that instruction in a child's home language or mother tongue enhances cognitive development and conceptual comprehension during early years. NEP 2020 emphasizes early mother-tongue medium because it builds stronger foundational skills, preventing learning gaps without hindering the subsequent acquisition of additional languages, including English.

40. (A) Two of the three languages must be native to India.
Under the refined Three-Language Formula in NEP 2020, states and union territories maintain flexibility in selecting the three languages studied by students. However, the policy imposes the strict requirement that at least two of the three languages chosen must be native to India, promoting linguistic diversity, national integration, and cultural preservation.

41. (B) Middle Stage (Grades 6-8)
NEP 2020 mandates integrating vocational exposure into the mainstream curriculum starting at the Middle Stage (Grades 6 to 8). This includes a 10-day bagless period where students intern with local vocational experts such as artisans, carpenters, potters, or gardeners, gaining hands-on practical skills and instilling dignity of labor from an early age.

42. (C) Formative and competency-based
NEP 2020 transforms student evaluation by shifting from traditional, high-stakes summative exams to continuous, formative, and competency-based assessment. This reformed framework evaluates higher-order thinking skills, critical analysis, conceptual clarity, and practical application, ensuring that assessment actively supports student learning and development rather than encouraging mechanical rote memorization.

43. (D) A 360-degree multidimensional report combining self, peer, and teacher input
NEP 2020 introduces a 360-degree multidimensional Holistic Progress Card to replace traditional scorecards. This comprehensive report tracks progress across cognitive, affective, and psychomotor domains. It integrates self-assessment, peer evaluation, teacher input, project accomplishments, and skill mastery, providing a nuanced, holistic portrait of each student's unique abilities, growth, and learning trajectory.

44. (A) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
PARAKH stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development. Established as a national assessment center under NCERT as envisioned by NEP 2020, it works to set uniform assessment standards, guide board evaluations, conduct achievement surveys, and foster modern evaluation practices across all recognized educational boards in India.

45. (C) To set norms, standards, and assessment guidelines for all recognized Indian school boards
PARAKH serves as a national assessment center established under NEP 2020. Its principal mandate is setting standardized norms, criteria, and evaluation guidelines for student assessment across all recognized central and state school boards, guiding achievement surveys, encouraging competency-based testing, and helping eliminate artificial disparities between different educational boards in India.

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46. (D) 4-year integrated B.Ed.
To elevate teacher qualification standards, NEP 2020 mandates that by 2030, the minimum qualification required for school teaching across all levels will be a 4-year integrated Bachelor of Education (B.Ed.) degree. This multidisciplinary program combines comprehensive subject content with rigorous pedagogical training, practical student-teaching internships, and foundational education studies.

47. (C) A is true but R is false
NEP 2020 recommends transitioning all teacher education into multidisciplinary colleges and universities to improve quality. The reason provided is false because the policy noted that standalone teacher education institutions have frequently failed to maintain basic standards and often operated as substandard commercial entities, necessitating their integration into broader higher education institutions.

48. (B) National Professional Standards for Teachers
NPST stands for National Professional Standards for Teachers. Introduced in NEP 2020, this framework outlines expected competencies, professional roles, ethical standards, performance benchmarks, and career progression pathways for educators at different stages, ensuring continuous professional growth, accountability, and systematic career advancement throughout the teaching profession across the country.

49. (C) NCTE in consultation with NCERT
Under NEP 2020 guidelines, the National Council for Teacher Education (NCTE) is assigned the primary responsibility of formulating the National Professional Standards for Teachers (NPST). This task is carried out in close consultation with the NCERT, SCERTs, expert educators, and teacher education institutions from across the country to ensure quality.

50. (A) Socio-Economically Disadvantaged Groups (SEDGs)
NEP 2020 groups historically underrepresented and marginalized populations under the umbrella term Socio-Economically Disadvantaged Groups (SEDGs). This comprehensive category includes gender identities, socio-cultural identities like SCs, STs, OBCs, and minorities, geographical identities, socio-economic conditions, and children with disabilities, facilitating targeted welfare interventions, funding, and inclusive educational policy measures.

51. (A) I and II
NEP 2020 promotes equitable access for SEDGs by establishing Special Education Zones in regions with dense marginalized populations and creating a Gender-Inclusion Fund. Complete exemption from all examinations up to Class 12 was never proposed, as competency-based assessments and progress evaluations remain essential for all students to track learning.

52. (A) National Educational Technology Forum (NETF)
NEP 2020 proposes establishing the National Educational Technology Forum (NETF) as an autonomous body to facilitate decision-making on technology integration. NETF provides a dedicated platform for free exchange of ideas, advises educational institutions on technology-based interventions, supports digital infrastructure development, and guides research on educational software and digital learning tools.

53. (C) DIKSHA
Digital Infrastructure for Knowledge Sharing (DIKSHA) is heavily endorsed by NEP 2020 as India's primary national digital platform for school education. DIKSHA provides high-quality, open-access, energised textbooks, interactive learning materials, lesson plans, and professional teacher training modules in multiple regional languages to support students and teachers nationwide.

54. (D) To unify digital, online, and broadcast educational initiatives for multi-mode access
The PM eVIDYA initiative was launched to unify digital, online, and broadcast educational efforts to deliver multi-mode educational access. Aligned with NEP 2020, it integrates TV channels under SWAYAM Prabha, radio broadcasts, DIKSHA portals, and specialized content for hearing and visually impaired learners to prevent educational disruption across all regions.

55. (A) I, II and III
NPE 1986 established 10+2+3, whereas NEP 2020 introduced 5+3+3+4. Both policies emphasized early childhood care, but NEP 2020 formally integrated it into formal schooling. Additionally, NEP 2020 starts vocational

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education in Class 6 rather than post-Class 10. Statement IV is false because neither policy made English the sole mandatory medium.

56. (C) NPE 1986 focused on summative testing, whereas NEP 2020 promotes formative, competency-based evaluation.
A key shift between the two policies lies in evaluation philosophy. While NPE 1986 relied primarily on traditional summative examinations and end-of-term testing, NEP 2020 shifts assessment toward continuous, formative, and competency-based evaluation that measures higher-order thinking, critical inquiry, problem-solving skills, and conceptual understanding rather than simple memorization.

57. (D) NPE 1986
The National Policy on Education 1986 formally introduced the concept of a National Curriculum Framework (NCF) containing a core curriculum to modernize education. This core framework aimed to foster national identity, cultural integration, scientific temper, and egalitarian values across all state and central educational boards while allowing contextual regional adaptations.

58. (B) 1, 2, 4, 3
The chronological order begins with the Kothari Commission (1964–66), followed by the Ramamurti Review Committee (1990) evaluating the 1986 policy. Next came the Yash Pal Committee Report on Learning Without Burden (1993), and finally the Kasturirangan Committee (2017–2019), which submitted the Draft National Education Policy leading to NEP 2020.

59. (C) Lack of an action program and financial constraints
A major critique of the National Policy on Education 1968 was the absence of a detailed operational action plan and dedicated funding mechanisms. Consequently, key structural proposals, including the recommended allocation of six percent of GDP to education and the Common School System, faced severe implementation bottlenecks and remained largely unfulfilled.

60. (A) Mismatch between offered courses and actual job market demands
The vocationalization strategy under NPE 1986 fell short of targets primarily due to a mismatch between school vocational courses and dynamic industry requirements. Courses often lacked vertical academic mobility, practical hands-on apprenticeship opportunities, and alignment with modern employment sectors, leading to low student demand and poor acceptance by employers.

61. (D) Single-stream institutions will be phased out in favor of vibrant multidisciplinary universities.
Under NEP 2020, higher education is restructured around vibrant multidisciplinary institutions. Single-stream colleges and universities will gradually transition into broad multidisciplinary universities or higher education clusters. This approach encourages cross-disciplinary study, flexible curriculum combinations, integrated research initiatives, and holistic development across humanities, STEM, arts, and professional education streams.

62. (B) Integrating Anganwadis into schooling with adequate infrastructure and trained staff
A central implementation challenge of the 5+3+3+4 structure is integrating existing Anganwadis into the formal education system. This task requires upgrading physical infrastructure, providing age-appropriate learning resources, and training Anganwadi workers in early childhood care and pedagogy to deliver quality foundational learning across diverse rural and urban communities nationwide.

63. (C) Using art as a pedagogical tool to learn concepts across subjects joyfully
Art-Integrated Learning under NEP 2020 uses creative expressions—such as visual arts, music, drama, and movement—as experiential pedagogical tools. Rather than teaching art as an isolated subject, it embeds artistic experiences across core disciplines like science, mathematics, and language, making abstract concepts accessible, engaging, joyful, and culturally rooted.

64. (D) Gradual transition to regional languages
The Kothari Commission explicitly recommended a phased transition to regional languages as the medium of instruction in universities and higher education institutions. The commission argued

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that teaching in regional languages would bridge the gap between intellectuals and the masses, improve conceptual grasp, democratize higher education, and stimulate creative literature across Indian languages.

65. (D) Both (B) and (C)
The concept of Neighbourhood Schools was strongly championed by both the Kothari Commission (1964–66) and the National Policy on Education 1968. Both policy documents recommended establishing common neighborhood schools to ensure all children in a locality attended shared institutions, thereby eliminating socio-economic segregation and fostering social cohesion and educational equity.

66. (C) National service and development
The NPE 1968 emphasized that the primary purpose of education was developing high character, social responsibility, and intellectual competence in young citizens. It declared that students should be dedicated to national service and economic development, cultivating a strong sense of civic duty, self-reliance, scientific temper, and active participation in nation-building activities.

67. (A) Both A and R are true and R is the correct explanation of A
The NPE 1986 highlighted delinking degrees from jobs to break the artificial dependence on formal university degrees for employment. The policy recognized that degree requirements created unnecessary pressures on higher education institutions while failing to reflect practical job skills. Promoting skill-based recruitment encouraged vocational pathways and competency-oriented job evaluation.

68. (D) Primary schools within 1 km of habitations having 300 people
The NPE 1986 set specific physical access targets to achieve universal primary education. It mandated establishing a functional primary school within a walking distance of one kilometer for habitations with a population of 300 or more, systematically ensuring that young children across rural and remote areas had convenient, safe educational access.

69. (C) A Core Curriculum incorporating elements of India's shared cultural heritage
To promote national cohesion and integration, NPE 1986 introduced a National Curriculum Framework containing a Core Curriculum. This core component integrated India's freedom movement history, constitutional obligations, cultural heritage, egalitarian values, environmental awareness, and scientific temper into school education nationwide, ensuring common foundational learnings across all Indian states.

70. (B) Expansion to upper primary schools and adding a third teacher
Under the revised Programme of Action 1992, Operation Blackboard was expanded beyond primary education to cover upper primary schools. The modified scheme mandated providing three usable classrooms and three teachers (where enrollment demanded) to primary schools, while extending essential infrastructural, instructional, and teaching aids to upper primary levels.

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71. (A) I and II
District Institutes of Education and Training (DIETs) were created under NPE 1986 to provide pre-service and in-service training for elementary school teachers, adult educators, and non-formal instructors, serving as nodal academic support agencies at the district level. Statement III is false because DIETs are state-managed and centrally assisted government bodies.

72. (C) Framing the National Assessment and Accreditation Council (NAAC)
To maintain and evaluate quality standards in higher education, NPE 1986 recommended establishing an autonomous national accreditation body. Consequently, the University Grants Commission established the National Assessment and Accreditation Council (NAAC) in 1994 to assess, accredit, and grade higher education institutions based on defined quality metrics and academic performance parameters.

73. (D) Comparable quality education accessible to all students up to a given level regardless of background
The NPE 1986 defined the National System of Education around the principle that all students, regardless of caste, creed, location, or sex, must have access to education of comparable quality up to a given level. It incorporated a common

educational structure, a core curriculum, and non-discriminatory access to promote national equity.

74. (A) Shifting to play-based, activity-based, and discovery-based learning
NEP 2020 demands a pedagogical transformation at the Foundational Stage by replacing rigid, formal instruction with flexible, play-based, activity-based, and discovery-driven learning. This approach aligns with early childhood developmental psychology, fostering cognitive, physical, socio-emotional, and creative capabilities through interactive games, storytelling, art, and hands-on exploration without high-stakes formal testing.

75. (B) Transitioning from play-based learning to interactive classroom instruction
The Preparatory Stage under NEP 2020 (Classes 3 to 5) serves as a bridge from purely play-based foundational learning to more structured classroom instruction. It emphasizes building literacy and numeracy fluency through interactive, activity-based, and inquiry-driven methods across reading, writing, speaking, physical education, arts, languages, mathematics, and introductory science concepts.

76. (C) Guiding pedagogy and curriculum for children up to age 8
The National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) was developed by NCERT under NEP 2020 guidelines. It serves as the national academic framework guiding early childhood curriculum, play-based instructional strategies, learning materials, and pedagogical practices for children up to eight years of age.

77. (D) Utilizing local community members and peer tutors to support student learning
To achieve universal Foundational Literacy and Numeracy, NEP 2020 highlights mobilizing community support and voluntary tutor participation. The policy encourages leveraging educated local volunteers, retired teachers, and trained peer tutors under teacher supervision to provide one-on-one learning assistance, remedial guidance, and reading practice to children needing extra academic support.

78. (C) NEP 2020
NEP 2020 explicitly eliminates traditional hard separations among curricular, co-curricular, and extra-curricular subjects. It considers sports, arts, music, vocational skills, community service, and academic disciplines as equally integral components of a unified, holistic school curriculum, allowing students flexible subject choices and credit recognition across all learning areas.

79. (A) Competency-based evaluation focusing on critical thinking and conceptual clarity
Under NEP 2020 guidelines, schools must shift away from examinations that reward mechanical memorization toward competency-based evaluation. This assessment reform evaluates real-world application, critical analysis, problem-solving ability, and conceptual clarity, using continuous classroom feedback to identify learning needs and help students develop high-level cognitive and practical skills.

80. (D) Test core competencies rather than months of coaching and memorization
NEP 2020 redesigns Board examinations for Grades 10 and 12 to reduce exam stress and eliminate dependence on high-stakes coaching. Reformed board exams test core capacities, conceptual understanding, and application of knowledge rather than rote memorization, offering students flexibility through options like taking subjects at different levels or appearing twice a year.

81. (B) APAAR / Academic Bank of Credit
To digitally record and track student academic progress seamlessly throughout schooling and higher education, NEP 2020 introduced framework mechanisms like the Automated Permanent Academic Account Registry (APAAR) and Academic Bank of Credits (ABC). These systems store verified academic credits, achievements, degrees, and learning outcomes in a unified digital repository.

82. (C) NCERT
NEP 2020 designates the National Council of Educational Research and Training (NCERT) as the nodal apex agency responsible for developing the National Curriculum Framework for School Education (NCFSE). NCERT undertakes comprehensive consultations with state departments, SCERTs, scholars, and

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practitioners to design balanced curricular guidelines across all school stages.

83. (D) Focus on core essentials, reducing syllabus load to enable experiential learning and critical thinking.
NEP 2020 mandates streamlining curriculum content across subjects to core essentials. By reducing information overload, instructional time is freed for interactive discussion, critical analysis, inquiry-driven tasks, problem-solving, and experiential activities. Principals are instructed to guide teachers to focus on deep conceptual understanding rather than mechanically completing dense textbook syllabi.

84. (B) Inclusive education, integrating disabled children into regular schooling from Foundational to Higher stages.
NEP 2020 strongly advocates for inclusive education, enabling children with disabilities to learn alongside peers in mainstream schooling from foundational through higher education stages. The policy mandates providing accessible infrastructure, assistive technologies, tailored learning materials, trained special educators, and flexible assessment options to ensure full equity and participation.

85. (B) Setting up topic-based clubs like Science, Math, and Poetry Circles
NEP 2020 emphasizes identifying and nurturing specific talents and passions in students. To achieve this, the policy encourages schools to organize interest-driven enrichment opportunities, topic-based clubs, science circles, math Olympiads, debate forums, and creative arts workshops, providing enriched learning environments where advanced capacities and creative talents can flourish.

86. (B) Operation Blackboard supplied minimum primary facilities; Samagra Shiksha takes an integrated pre-school to grade 12 approach.
Operation Blackboard (1987) focused specifically on providing basic physical facilities and teachers for primary schools. In contrast, Samagra Shiksha under NEP 2020 represents a comprehensive, integrated scheme treating school education as a seamless continuum from pre-school to Grade 12, combining infrastructure development, teacher quality, digital initiatives, and inclusive access.

87. (A) Both A and R are true and R is the correct explanation of A
The NPE 1986 strongly emphasized integrating value education into school curricula to counteract social erosion and growing cynicism. The policy recognized that education must foster moral values, universal ethics, human rights, national integration, scientific temper, and social responsibility to prepare principled citizens capable of guiding dynamic democratic society.

88. (B) Navodaya Vidyalayas serving as models of excellence to spur regional growth
Under NPE 1986, Jawahar Navodaya Vidyalayas were established as pace-setting residential institutions. Designed as regional centers of academic excellence, these schools served as demonstration models for surrounding government schools, sharing best pedagogical practices, modern facilities, cultural exchange programs, and resource networks to spur overall educational quality in rural districts.

89. (B) Administrative decentralization and establishing Village Education Committees
The Programme of Action 1992 prioritized decentralizing educational governance to enhance institutional accountability and community ownership. It mandated establishing Village Education Committees (VECs) and Panchayati Raj educational bodies, empowering local communities, parents, and grassroots leaders to oversee school operations, track attendance, manage local resources, and support school development directly.

90. (C) To share facilities, labs, libraries, and teachers across nearby schools
Under NEP 2020, the School Complex or Cluster model groups a public secondary school with surrounding primary and middle schools within a 5–10 km radius. This administrative structure enables joint resource sharing, including ICT labs, libraries, sports facilities, specialized subject teachers, joint counselor support, and collaborative teacher development.

91. (A) I and II
NEP 2020 structures teacher education around a 4-year integrated B.Ed. dual-major degree offered in multidisciplinary higher education institutions. Statement III is incorrect because existing 2-year B.Ed. programs were not abruptly abolished; they continue to operate alongside

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1-year programs for candidates holding relevant undergraduate or master's degrees.

92. (B) Ending school isolation to encourage resource sharing and academic cooperation
The Kothari Commission (1964–66) first proposed School Complexes to overcome institutional isolation among small primary schools. By linking neighboring primary institutions with a central secondary school, the model aimed to facilitate resource sharing, collective academic planning, joint teacher workshops, shared library and science facilities, and mutual support across schools.

93. (A) Omission of formal educational structure for early childhood (ages 3-6)
A primary deficiency of the 10+2+3 structure was omitting early childhood care and education for children aged 3 to 6 from the formal educational framework. NEP 2020 corrected this gap by adopting the 5+3+3+4 structure, formally integrating three years of pre-schooling into the foundational stage of schooling.

94. (B) Seamlessly integrating relevant IKS elements across subjects in a scientific manner.
NEP 2020 promotes Indian Knowledge Systems (IKS) by integrating relevant traditional knowledge, indigenous games, tribal lore, astronomy, and mathematics seamlessly into school subjects. This content is incorporated in a modern, scientific, and evidence-based manner, helping students appreciate indigenous contributions to global progress without replacing modern scientific disciplines.

95. (A) I, II and III
Minimum Levels of Learning (1991), the national Mid-Day Meal Scheme (1995), and the District Primary Education Programme (1994) were all launched in the decade following NPE 1986 and POA 1992. Sarva Shiksha Abhiyan was launched later in 2001 to achieve universal elementary education across India.

96. (A) Continuous assessment of scholastic and co-scholastic student growth
Continuous and Comprehensive Evaluation (CCE), emphasized in POA 1992, aimed to evaluate all aspects of student growth continuously. It moved assessment beyond periodic written examinations by integrating regular formative feedback across both scholastic subjects and co-scholastic domains, including health, life skills, creative arts, attitudes, and physical education.

97. (A) Permitting board exams twice a year, including an improvement attempt
To eliminate the severe anxiety associated with single high-stakes examinations, NEP 2020 introduces flexible Board exam options. Students are permitted to take Board examinations on two occasions during a given academic year—a main examination and an improvement attempt—allowing them to demonstrate learning without facing career-defining pressure.

98. (B) 2030
NEP 2020 sets a clear national objective to achieve a 100 percent Gross Enrolment Ratio (GER) in school education, spanning preschool through secondary levels, by the year 2030. This target involves expanding infrastructure, tracking dropouts, offering flexible open schooling pathways, and ensuring universal equity across all student demographics.

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99. (D) Practical exposure through local vocational experts like carpenters or potters
During the 10 "Bagless Days" introduced for middle school students under NEP 2020, schools arrange practical exposure and hands-on vocational learning. Students intern with local artisans, craftsmen, potters, carpenters, or gardeners, acquiring practical skills, understanding local trades, and developing respect for manual labor outside traditional textbook settings.

100. (A) NEP 2020
The National Education Policy 2020 explicitly endorses and expands the role of the National Testing Agency (NTA). The policy highlights NTA as a premier, autonomous testing organization tasked with offering high-quality standardized common entrance tests for university admissions, thereby successfully reducing the burden of multiple entrance examinations on students nationwide.

101. (D) Kothari Commission
The Kothari Commission (1964–66) famously opened its historic report with the iconic declaration: "The destiny of India is now being shaped in her classrooms." This statement emphasized that national progress, economic

growth, social justice, and modernization depend fundamentally on the quality of education delivered inside the country's schools.

102. (A) Teacher pay and conditions should be satisfactory to attract quality talent
The National Policy on Education 1968 emphasized that teachers play the vital role in shaping education. It explicitly stated that teacher pay, service conditions, academic freedom, and professional status must be maintained at adequate levels to attract and retain highly qualified, talented, and dedicated individuals within the teaching profession.

103. (B) Rapid growth of private fee-charging schools preferred by affluent groups
Implementing the Common School System faced major hurdles due to the rapid growth of private fee-charging schools. Affluent socio-economic groups increasingly opted for private institutions over under-funded government schools, leading to a dual educational structure that reinforced socio-economic segregation rather than fostering common, equitable neighborhood schooling envisioned by policy makers.

104. (A) Introduction of a grading system in place of marks
The NPE 1986 recommended substituting numerical marks with direct letter grading systems in educational evaluations. This policy reform sought to reduce unhealthy competition, minimize examination-related anxiety among students, eliminate subjective marking variations, and provide a broader, more accurate representation of student academic capabilities and learning progress.

105. (C) Peer-tutoring and one-on-one remedial instruction
NEP 2020 strongly recommends peer-tutoring and individualized remedial instruction to support students who require extra academic help. By leveraging peer learning under teacher guidance and providing flexible, targeted instruction, schools can effectively address specific learning gaps, build student confidence, and ensure that every learner achieves required foundational learning competencies.

106. (B) Creating a single umbrella body, the Higher Education Commission of India
NEP 2020 proposes establishing the Higher Education Commission of India (HECI) as a single overarching umbrella regulatory body for higher education, excluding medical and legal studies. HECI structurally integrates four distinct verticals handling regulation, accreditation, funding, and academic standard-setting, effectively replacing fragmented existing regulatory bodies like UGC and AICTE nationwide.

107. (A) Both A and R are true and R is the correct explanation of A
NEP 2020 advocates moving away from rote-learning board examinations toward assessments evaluating higher-order cognitive skills. The policy recognizes that testing analytical abilities, critical thinking, problem-solving, and conceptual clarity prepares students for higher studies and contemporary real-world challenges far better than rewarding simple mechanical memorization of textbook content.

108. (D) NISHTHA
NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) is heavily promoted under NEP 2020 to ensure continuous professional development. Delivered via the DIKSHA platform, NISHTHA provides standardized digital training modules for teachers and school leaders, focusing on competency-based learning, inclusive education, art integration, and activity-based pedagogy.

109. (A) Fostering an elite subset within public schooling while general schools stayed under-resourced
A key criticism of the Navodaya Vidyalaya scheme introduced under NPE 1986 was that it created an elite tier of selective government residential schools. Critics argued that concentrating substantial state resources on a small percentage of talented rural students left mainstream public government schools under-resourced and neglected.

110. (B) Offering degree courses, including engineering and medicine, in native languages and bilingual modes
To remove language barriers in higher education, NEP 2020 promotes offering professional degree courses, including engineering and medicine, in

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Indian languages and bilingual formats. This initiative ensures that students from non-English backgrounds can access advanced technical education effectively without facing linguistic handicaps during complex higher academic studies.

111. (A) I and II
The Gender-Inclusion Fund proposed in NEP 2020 focuses on building national capacity to provide equitable, high-quality education for female and transgender students, targeting 100 percent school participation. Statement III is false because the fund does not abolish or replace existing state scholarship programs; rather, it supplements them.

112. (A) Integrated Child Development Services
The NPE 1986 emphasized Early Childhood Care and Education (ECCE) as an integral component of human development. The policy explicitly integrated ECCE with the Integrated Child Development Services (ICDS) scheme, utilizing Anganwadi centers across the country to deliver healthcare, nutrition, pre-school education, and early stimulation for young children.

113. (B) An independent State School Standards Authority (SSSA)
NEP 2020 separates policy-making, regulation, operation, and academic oversight to eliminate conflicts of interest. It mandates creating an independent State School Standards Authority (SSSA) in each state to set basic operational, safety, infrastructural, and governance standards, ensuring transparent self-disclosure and uniform regulatory compliance for all schools.

114. (B) Leading state academic matters, curriculum, syllabus, and textbook preparation
Under the NEP 2020 administrative structure, the State Council of Educational Research and Training (SCERT) serves as the premier academic body at the state level. It is responsible for leading all academic matters, developing state curriculum frameworks, designing contextual syllabi, creating learning materials, and authoring state-level textbooks.

115. (B) State production of affordable, high-quality textbooks accessible to all
Adopted from Kothari Commission recommendations, NPE 1968 emphasized state production of high-quality textbooks. The policy advocated producing well-written, low-cost educational books across subjects and regional languages under central and state agencies to ensure uniform academic standards, reduce student learning costs, and widen educational access across all social strata.

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116. (D) Promoting rote memorization as the most efficient form of learning
Promoting rote memorization is directly contrary to core NEP 2020 principles. The actual fundamental principles of NEP 2020 include recognizing unique student talents, ensuring flexible learning pathways, emphasizing deep conceptual understanding, fostering critical thinking, promoting multilingualism, encouraging ethical values, and supporting continuous formative assessment across all educational levels.

117. (B) Tracking students and learning levels via registries and dedicated social workers
To systematically prevent dropouts and ensure universal participation, NEP 2020 recommends establishing digital student tracking registries and deploying dedicated social workers and counselors. These personnel work with communities and families to identify out-of-school children, monitor learning levels, address socio-economic challenges, and re-enroll students into mainstream schooling successfully.

118. (B) The RTE Act 2009 framework defining grade-specific learning outcomes
The Right to Free and Compulsory Education (RTE) Act 2009 framework formally integrated grade-specific learning outcomes into school education. It established statutory benchmarks defining what skills and knowledge children must acquire at each grade level, providing a standardized quality measurement framework that NEP 2020 expanded upon through competency-based assessments.

119. (C) NCF for Foundational Stage (NCF-FS)
The National Curriculum Framework for Foundational Stage (NCF-FS) was specifically developed by NCERT based on NEP 2020 guidelines. It provides a detailed pedagogical framework for early childhood education covering ages 3 to 8, emphasizing play-based, activity-based, story-driven, and experiential learning methods tailored to early developmental psychology.

120. (C) Minimum essential facilities required for a primary school to function
In the context of Operation Blackboard introduced under NPE 1986, the term "Blackboard" served as a symbolic representation of the minimum essential physical and instructional facilities needed for any primary school to function effectively, including adequate classrooms, basic learning materials, blackboards, teaching equipment, and two qualified teachers.

121. (C) Yash Pal Committee
The Yash Pal Committee Report (1993), titled "Learning Without Burden," examined the problem of curriculum overload and heavy school bags. It recommended reducing syllabus burden, shifting away from mechanical memorization, and encouraging conceptual understanding—recommendations that deeply influenced NCF-2005 and the foundational principles of NEP 2020.

122. (D) Exposing at least 50% of learners to vocational education by 2025 as a core aspect of learning
NEP 2020 aims to dismantle the socio-cultural stigma surrounding vocational training by integrating it into mainstream school education from Grade 6. The policy sets a target that at least 50 percent of learners across schools and higher education institutions shall have exposure to vocational education by 2025.

123. (C) Middle Stage
NEP 2020 explicitly recommends introducing coding, computational thinking, and basic digital literacy at the Middle Stage (Classes 6 to 8). This curriculum integration aims to systematically cultivate mathematical reasoning, problem-solving skills, algorithmic logic, and technological competence early in student development, preparing them for contemporary digital society requirements effectively.

124. (A) Eradicating adult illiteracy in the 15-35 age bracket
Launched in 1988 following the NPE 1986 recommendations, the National Literacy Mission (NLM) aimed to eradicate adult illiteracy across India. It focused on imparting functional literacy, numeracy, and civic awareness to non-literate adults in the 15 to 35 age group through mass literacy campaigns and community-driven voluntary initiatives.

125. (A) The establishment of Autonomous Colleges
To improve academic standards and foster innovation in higher education, NPE 1986 recommended establishing Autonomous Colleges. Under this scheme, selected high-performing colleges were granted academic freedom to design their own syllabi, introduce innovative courses, conduct evaluations, and reform examination systems while remaining affiliated with their parent universities.

126. (B) High-income urban expatriate communities
Under NEP 2020, Socio-Economically Disadvantaged Groups (SEDGs) encompass communities that face historical, social, or structural educational access barriers. Categories include female and transgender individuals, Scheduled Castes, Scheduled Tribes, OBCs, religious and linguistic minorities, rural populations, socio-economic weaker sections, and children with special needs. High-income urban communities are excluded.

127. (A) Both A and R are true and R is the correct explanation of A
The NPE 1986 highlighted decentralizing educational planning to foster local participation and institutional responsiveness. It proposed establishing District Boards of Education and Village Education Committees (VECs) to empower local communities, manage primary educational infrastructure, oversee school attendance, and adapt educational initiatives to grassroots socio-economic conditions.

128. (C) Exposing children to multiple languages early when learning is most rapid (ages 2-8)
NEP 2020 recognizes scientific evidence showing that children pick up languages extremely quickly between ages 2 and 8. The policy encourages multilingual exposure during these early years, using play-based and conversational methods so that children can learn their home language alongside other Indian languages without cognitive overload.

129. (C) 10+2+3 Structure adoption – NEP 2020
The adoption of the 10+2+3 structure was recommended by the Kothari Commission and formally implemented under NPE 1968 and NPE 1986. NEP 2020 replaces the 10+2+3 pattern with the 5+3+3+4 school structure, making the pairing of 10+2+3 adoption with NEP 2020 historically incorrect.

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130. (A) School Complexes/Clusters
To overcome structural inefficiencies associated with isolated, under-resourced, single-teacher primary schools, NEP 2020 proposes establishing School Complexes or Clusters. This administrative arrangement groups secondary and primary schools together to share administrative oversight, teaching staff, specialized equipment, digital infrastructure, libraries, and science laboratories across nearby educational institutions effectively.

131. (A) I and II
NEP 2020 strongly advocates integrating educational technology into teaching, learning, assessment, and institutional administration, recommending the creation of the NETF to guide technology policy. Statement III is false because technology is envisioned strictly as a supportive tool to empower human teachers, never to replace physical teachers with artificial intelligence.

132. (C) Offering alternative open schooling for dropouts, working adults, and marginalized groups
The National Open School (later NIOS), significantly expanded under the POA 1992 framework, was established to democratize secondary and vocational education. Its primary objective was providing flexible, open distance-learning pathways for school dropouts, working adults, rural youth, and marginalized populations unable to pursue regular formal schooling continuously.

133. (C) Continuous evaluation based on a credit framework
NEP 2020 transforms higher education assessment by moving away from single high-stakes terminal examinations toward continuous evaluation structured around the Choice Based Credit System (CBCS). It incorporates the Academic Bank of Credits (ABC) to digitally store earned credits, enabling student mobility and flexible multi-entry/exit degree pathways.

134. (A) 1968, 1986, 1992 (POA), 2020
The correct chronological sequence of India's National Policies on Education begins with the First National Policy adopted in 1968, followed by the Second Policy in 1986, the updated Programme of Action (POA) in 1992, and culminating in the modern National Education Policy (NEP) officially formulated in 2020.

135. (A) I, II and IV
NEP 2020 introduces a 360-degree holistic progress card, establishes PARAKH as an assessment standard-setting body, and shifts testing toward competency-based evaluation. Statement III is incorrect because the policy explicitly retains Class 10 and 12 Board Examinations while redesigning them to test core capacities rather than rote memorization.

136. (D) Reconstructing education to foster socio-economic growth, cultural integration, and social equity
The NPE 1968 was grounded in the premise that a radical reconstruction of education was necessary for national development. It aimed to boost economic growth, cultivate moral and social values, strengthen national integration, expand equal educational opportunity, and foster scientific temper to build a democratic, self-reliant, equitable society.

137. (D) NPE 1986
The NPE 1986 specifically recommended establishing the Indian Education Service (IES) as an All-India Service to professionalize educational administration. The proposal aimed to bring top-tier administrative expertise, national planning coherence, and merit-based civil service leadership to educational management across central and state government departments throughout the country.

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138. (A) Three teachers
Under the revised POA 1992, the operational scope of Operation Blackboard was expanded. To enhance overall teaching capacity and manage classroom pupil-teacher ratios effectively, the revised plan mandated providing a minimum of three teachers and three usable rooms per primary school wherever student enrollment exceeded eighty children.

139. (C) 50 hours
NEP 2020 mandates that every teacher and school principal must undergo a minimum of 50 hours of Continuous Professional Development (CPD) annually. These specialized training modules focus on modern pedagogy, competency-based learning, foundational literacy, inclusive education, digital literacy, and subject-specific

knowledge to ensure continuous professional growth.

140. (B) Regulation focusing on financial probity and governance while granting wide academic autonomy
The "Light but Tight" regulatory framework in NEP 2020 means regulatory oversight focuses tightly on financial probity, public disclosure, good governance, and basic operational standards. Simultaneously, it maintains a "light" approach by granting institutions extensive academic autonomy regarding curriculum design, pedagogy, course structure, and research direction.

141. (D) Learning through hands-on tasks, arts, sports, and storytelling
Experiential learning under NEP 2020 refers to a hands-on pedagogical approach where students acquire knowledge through direct active experience. It systematically integrates practical experiments, art-based activities, sports-integrated learning, storytelling, and real-world project work, fostering critical reflection, active engagement, deep conceptual understanding, and practical skill retention across subjects.

142. (A) Establishing a National Testing Service to voluntarily assess candidate job suitability
To implement the policy proposal of delinking degrees from jobs, NPE 1986 recommended establishing a National Testing Service. This autonomous agency was designed to conduct standardized competency tests to assess job-specific skills independently of formal university degree qualifications, enabling employers to hire candidates based on demonstrated competence directly.

143. (D) A strong mother tongue base eases learning other languages, including English.
NEP 2020 emphasizes that establishing strong literacy and conceptual clarity in a child's mother tongue creates a cognitive foundation that facilitates learning additional languages, including English. Multilingualism enhances cognitive flexibility, and home-language medium during foundational years strengthens overall language acquisition without undermining proficiency in other global languages later.

144. (B) To offer a pre-Class 1 preparatory year fostering cognitive, affective, and psychomotor development
Balvatika is designed under NEP 2020 as a one-year preparatory class prior to Class 1 for 5-year-old children. Its main goal is preparing children for formal primary schooling through play-based, activity-centric learning that develops foundational cognitive capacities, fine motor skills, language comprehension, and social-emotional readiness smoothly before primary education.

145. (A) Minimizing frequent teacher transfers to maintain stable community deployment
NEP 2020 addresses teacher deployment instability by recommending a firm policy to minimize frequent transfers. Keeping teachers stationed continuously within a community allows them to build long-term relationships with students, parents, and local administrative bodies, ensuring pedagogical continuity, deeper institutional investment, and higher accountability in school education effectively.

146. (C) Linking literacy with functional skills and livelihood opportunities
A critical focus of the adult education initiatives under NPE 1986 was linking literacy instruction directly with functional vocational skills and economic self-reliance. Adult education programmes were designed to deliver not just basic reading and writing, but practical knowledge regarding health, hygiene, civic rights, and income-generating skills.

147. (A) Both A and R are true and R is the correct explanation of A
NPE 1968 recognized physical education and sports as vital elements of the overall educational process. The policy aimed to build physical stamina, teamwork, and discipline among students, while simultaneously creating early talent identification mechanisms to train young athletes and integrate physical sports with formal academic development effectively.

148. (C) NCERT
Under the NPE 1986 and POA 1992 framework, the National Council of Educational Research and Training (NCERT) was entrusted with designing and periodically updating the National Curriculum Framework. NCERT defined national core curricular components,

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benchmarked academic learning standards, and produced model textbooks for school education across India.

149. (A) Multiple Entry and Exit options
NEP 2020 introduces flexible Multiple Entry and Exit options in undergraduate degree programmes. Students leaving after one year receive a certificate, after two years a diploma, and after three or four years a degree. Credits are stored in the Academic Bank of Credits, allowing re-entry without losing completed academic progress.

150. (B) Multidisciplinary, holistic education across sciences, social sciences, arts, and sports
NEP 2020 breaks down traditional disciplinary silos by promoting holistic, multidisciplinary education. It allows students to combine subjects across STEM, social sciences, humanities, fine arts, and sports, creating flexible learning pathways that foster creative thinking, cross-disciplinary research, and comprehensive cognitive development across all educational stages effectively.

151. (A) I and II
NPE 1986 recognized the educational backwardness of certain minority groups and reaffirmed constitutional guarantees under Article 30 allowing them to establish and administer educational institutions. Statement III is false because the policy emphasized supporting and encouraging minority educational institutions, not forcibly assimilating or taking over their management at all.

152. (A) Improvement of Science Education in Schools (ISES)
To modernize scientific learning under NPE 1986, the central government launched the Improvement of Science Education in Schools (ISES) scheme. This initiative provided financial assistance to states for upgrading school science laboratories, distributing instructional kits, organizing teacher training workshops, and encouraging practical scientific inquiry among secondary students nationwide.

153. (B) Fostering rural transformation via agriculture and development-focused education rooted in Gandhian ideas
The Rural Universities concept supported post-Kothari Commission drew inspiration from Gandhian philosophy. It sought to establish higher education institutions in rural areas focused on agricultural research, village industries, local development, and community welfare, systematically integrating academic studies with practical rural transformation and local socio-economic needs throughout India.

154. (D) Grade 3
Under NEP 2020 guidelines, the NIPUN Bharat Mission sets the target that every child must achieve foundational literacy and numeracy by the end of Grade 3. Achieving functional reading, writing, and basic mathematical operations by Grade 3 is identified as the critical prerequisite for all subsequent academic success.

155. (A) National Achievement Survey (NAS)
The National Achievement Survey (NAS) is a sample-based national evaluation conducted to assess the systemic health and learning outcomes of the school education system. Endorsed by NEP 2020 and executed by NCERT and PARAKH, NAS provides diagnostic feedback to guide educational policy, teacher training, and curriculum improvements nationwide.

156. (B) Enhance educational quality, broaden access, and support teacher training
NPE 1986 emphasized using educational technology to bridge geographical disparities and enhance learning quality. By integrating mass media, audio-visual aids, educational television broadcasts, and computer-assisted learning, the policy expanded educational reach to rural and remote areas while supporting in-service teacher training and classroom instruction across the nation effectively.

157. (C) Trimming curriculum content to core essentials to allow space for critical, inquiry-based learning
NEP 2020 introduces a major curriculum shift by trimming textbook content across subjects to core essential concepts. This reduction eliminates mechanical memorization pressures and creates instructional space for critical thinking, inquiry-driven learning, classroom discussions, hands-on activities, and creative problem-solving across all primary and secondary grade levels effectively.

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158. (B) Utilizing flexible assessment options like extra time, scribes, and tailored evaluation modes
NEP 2020 mandates that assessment for students with specific learning disabilities must be flexible and accommodating. Schools are required to provide appropriate accommodations, such as extra examination time, scribes, assistive technology, oral evaluations, and tailored question formats, ensuring that all disabled students can demonstrate their true academic learning capabilities without any disadvantage.

159. (D) Ensuring equal opportunity to learn regardless of birth or social background
Under NEP 2020, Equitable and Inclusive Education means ensuring that every child, regardless of gender, socio-economic status, caste, geographic location, or disability, enjoys equal opportunity to access quality education. It focuses on removing systemic barriers, providing targeted support, and building inclusive learning environments where all students can thrive.

160. (A) Village Education Committee (VEC)
The POA 1992 emphasized Village Education Committees (VECs) as community-level bodies bridging schools and local communities. VECs were tasked with mobilizing parental support, tracking school enrollment and retention, managing local educational infrastructure, and ensuring regular attendance, thereby empowering local communities to take active ownership of elementary education effectively.

161. (B) Redesigning courses to align with workplace demands and interdisciplinary study
NPE 1986 sought to make higher education more relevant by restructuring traditional university degree courses. It promoted updating academic curricula, integrating interdisciplinary subjects, aligning courses with evolving industry demands, and incorporating practical skill components, ensuring that university graduates possessed appropriate competencies required by contemporary employment sectors nationwide.

162. (A) Hiring local experts as master instructors across school complexes
To address teacher shortages in specialized subjects like arts, sports, and vocational crafts, NEP 2020 proposes sharing teachers and hiring local experts across School Complexes. Local artisans, craftspeople, musicians, and sports instructors can be engaged as master instructors, providing rich practical instruction without requiring full-time permanent appointments in every school.

163. (C) Supporting specialized enrichment, Olympiads, and project work within mainstream schooling
NEP 2020 outlines a holistic strategy for gifted and talented students by supporting enrichment activities within mainstream schools. It encourages advanced project work, participation in subject Olympiads, topic-based clubs, specialized mentoring by experts, and flexible learning paces, ensuring gifted learners are challenged and nurtured without isolated educational segregation.

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164. (D) Promoting book availability, accessibility, quality, and readership across languages
The National Book Promotion Policy highlighted in NEP 2020 aims to cultivate a vibrant reading culture nationwide. Its central objective is ensuring high availability, accessibility, and affordability of quality books in all Indian languages across public libraries, school complexes, rural habitations, and digital platforms to foster lifelong reading habits continuously.

165. (A) Socially Useful Productive Work (SUPW) and Work Experience
Linking education with community life and societal needs, as recommended by the Kothari Commission, was operationalized through Work Experience and Socially Useful Productive Work (SUPW) in NPE 1968. These programs engaged students in practical, productive manual work and community service, effectively inculcating dignity of labor and practical social skills.

166. (B) NPE 1986
The NPE 1986 advocated decentralizing university management to encourage academic excellence. It supported granting academic autonomy to promising university departments and establishing specialized autonomous research centers, enabling universities to innovate in curriculum design, research initiatives, and administrative governance without facing restrictive central bureaucratic delays throughout higher education.

167. (A) Both A and R are true and R is the correct explanation of A
NEP 2020 restructures the school curriculum into a 5+3+3+4 design directly aligned with modern child developmental psychology. The four stages—Foundational, Preparatory, Middle, and Secondary—correspond precisely to the distinct physical, cognitive, and socio-emotional developmental phases of children aged 3–8, 8–11, 11–14, and 14–18 years, respectively.

168. (B) Establishing basic operational standards (safety, infrastructure, probity) for all schools
Under NEP 2020, the State School Standards Authority (SSSA) serves as an independent body setting basic operational, safety, infrastructural, and financial probity benchmarks for all public and private schools. It enforces public self-disclosure, ensuring regulatory compliance and quality assurance while keeping academic matters under the direct jurisdiction of SCERT.

169. (A) Omission of formal educational planning for early childhood (ages 3-6)
A primary structural deficiency of the 10+2+3 system was its total omission of early childhood care and education (ages 3 to 6) from formal schooling. NEP 2020 resolved this gap by adopting the 5+3+3+4 framework, bringing pre-primary education into the formal curriculum to ensure early cognitive and developmental preparation.

170. (B) DPEP and SSA framework supporting block/cluster resource centers
Following NPE 1986 and POA 1992 recommendations, the District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) established Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs). These decentralised academic resource hubs provide continuous in-service training, pedagogical support, and instructional guidance to primary school teachers nationwide.

171. (A) I and II
NEP 2020 promotes integrating Indian Knowledge Systems (IKS) seamlessly across core disciplines like mathematics, astronomy, architecture, and tribal ethno-medicine. Statement III is false because IKS is integrated in a scientific, evidence-based manner alongside modern scientific knowledge, rather than replacing contemporary scientific theories with ancient texts at all.

172. (C) Defining essential competencies for each grade to ensure educational equity
The Minimum Levels of Learning (MLL) framework, introduced under POA 1992, aimed to ensure equity and quality in primary education. It defined specific, measurable learning competencies that every child should master at each grade level, guiding textbook preparation, classroom instruction, and student evaluation across diverse geographical regions.

173. (D) Focusing on core concepts while promoting holistic, inquiry-based learning
To alleviate student anxiety and reduce mental health stress caused by mechanical memorization, NEP 2020 shifts pedagogy toward holistic, inquiry-based learning. By trimming dense syllabi to core essential concepts, instruction focuses on critical thinking, active discussion, creative problem-solving, and practical application, fostering a joyful learning environment overall.

174. (A) Continuous and Comprehensive Evaluation
Continuous and Comprehensive Evaluation (CCE) was strongly advocated in POA 1992 to reform examination stress and evaluate all aspects of student development. Though introduced in policy earlier, CCE gained statutory backing through the Right to Education (RTE) Act 2009, making continuous assessment mandatory in elementary education nationwide.

175. (A) I, II and III
The Kothari Commission advocated improving teacher status, NPE 1986 led to DIETs, and NEP 2020 mandates the 4-year integrated B.Ed. by 2030. Statement IV is incorrect because POA 1992 did not abolish NCTE; rather, NCTE was granted statutory status by Parliament through the NCTE Act in 1993.

176. (D) Assessment OF learning is summative end-of-period evaluation; Assessment FOR learning is formative tool during teaching.
In NEP 2020 pedagogical reforms, Assessment OF learning represents traditional summative evaluation conducted at the end of an instructional period to measure student achievement. In contrast, Assessment FOR learning is continuous, formative evaluation integrated into regular teaching, providing ongoing feedback to help

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177. (A) DIKSHA
DIKSHA (Digital Infrastructure for Knowledge Sharing) is the premier national platform promoted under NEP 2020 for digital resources and teacher professional development. It provides teachers with open-access digital textbooks, teaching aids, interactive learning materials, and specialized online training courses like NISHTHA to build digital and pedagogical competencies effectively.

178. (B) Nurturing talented rural children with quality education regardless of socio-economic status
The primary rationale behind establishing Jawahar Navodaya Vidyalayas as pace-setting schools under NPE 1986 was identifying and nurturing talented rural children. By offering free residential education of high quality, JNVs ensure that gifted rural students receive top-tier academic opportunities, modern facilities, and cultural integration regardless of socio-economic background.

179. (D) Special Education Zones (SEZs) and targeted support for SEDGs
While earlier policies focused on the Common School System to tackle educational inequities, NEP 2020 addresses educational equity through targeted interventions. It establishes Special Education Zones (SEZs) in educationally disadvantaged regions, creates the Gender-Inclusion Fund, and provides focused financial, infrastructural, and pedagogical support for Socio-Economically Disadvantaged Groups nationwide.

180. (D) Comprehensively reviewing the entire education system from primary to higher stages
The Kothari Commission (1964–66) was unique among post-independence education commissions because its mandate encompassed the entire national educational spectrum. Rather than examining a single stage, it comprehensively analyzed primary, secondary, vocational, teacher, and university education, formulating unified recommendations to transform the Indian education system as a whole.

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181. (A) Vocational courses lacked vertical mobility to degrees and faced negative social perception.
The vocationalization target set by NPE 1986 fell short because vocational streams were perceived as inferior non-academic tracks with low social prestige. Crucially, vocational stream graduates faced a lack of vertical mobility to higher academic degrees, limited career progression pathways, and insufficient alignment with dynamic corporate employment demands nationwide.

182. (D) Using home language as a bridge while learning other Indian and foreign languages
The multilingualism strategy in NEP 2020 uses the learner's home language or mother tongue as an instructional bridge during foundational years. This approach builds strong cognitive and literacy foundations, easing the subsequent acquisition of other Indian languages, national languages, and foreign languages without creating linguistic friction or learning gaps.

183. (B) Transitioning into multidisciplinary institutions or clusters by 2030
NEP 2020 mandates that standalone teacher education institutions must transition into vibrant, multidisciplinary higher education institutions or clusters by 2030. This structural reform aims to phase out isolated, single-stream teacher colleges, ensuring pre-service teacher training occurs within comprehensive academic environments offering rich multidisciplinary exposure and research capabilities.

184. (C) SITE extensions and UGC's Countrywide Classroom
Following NPE 1986, satellite technology was leveraged for educational broadcasting through initiatives like the extension of Satellite Instructional Television Experiment (SITE) technology and the University Grants Commission's "Countrywide Classroom." These programs broadcast high-quality educational lectures and documentary content directly to remote schools and colleges across India effectively.

185. (B) It covers self, peer, and teacher evaluations across cognitive, affective, and psychomotor domains.
The Holistic Progress Card under NEP 2020 differs fundamentally from traditional scorecards by capturing a 360-degree, multidimensional

profile of the student. It integrates self-assessment, peer feedback, and teacher evaluations across cognitive, affective, and psychomotor domains, tracking individual learning growth, critical competencies, project work, and personal development over time.

186. (C) Increasing public education spend to 6% of GDP
Increasing public expenditure on education to 6 percent of Gross Domestic Product (GDP) is a major recommendation common to the Kothari Commission (1964–66), NPE 1968, NPE 1986, and NEP 2020. All these policy frameworks identified this target funding level as necessary to achieve universal, high-quality public education nationwide.

187. (A) Both A and R are true and R is the correct explanation of A
The NPE 1986 was followed by a detailed Programme of Action (POA 1986), which was updated in 1992. The policy recognized that abstract policy statements fail without concrete operational strategies, clear targets, resource allocations, and assigned departmental responsibilities required to execute national educational goals effectively.

188. (C) Kothari Commission
The Kothari Commission (1964–66) explicitly linked national development with science and technology education. Titled "Education and National Development," its report emphasized that integrating scientific research, technical training, and agricultural science into school and university curricula was essential for driving economic growth, modernization, and industrial self-reliance across India.

189. (D) Integrating ECCE into the formal 5+3+3+4 structure under the Ministry of Education
NEP 2020 marks a major policy shift by formally integrating Early Childhood Care and Education (ECCE) into the school curriculum through the 5+3+3+4 structure. Early childhood education for ages 3 to 6 is aligned pedagogically with the Ministry of Education, bringing pre-schooling into mainstream foundational education.

190. (C) Integrating adult education into school complexes using shared resources and volunteers
NEP 2020 promotes lifelong learning by integrating adult education into existing School Complexes. By sharing physical facilities, ICT infrastructure, libraries, and learning materials after school hours, and leveraging trained instructors and community volunteers, the policy provides accessible functional literacy, basic education, and skill development for adult learners.

191. (A) I and II
The Three-Language Formula was formalized in NPE 1968 and reiterated in NPE 1986 to promote linguistic harmony and national integration. Statement III is false because NEP 2020 retained the Three-Language Formula with greater flexibility, explicitly rejecting an English-only policy and mandating that two of the three languages studied must be native to India.

192. (D) Inconsistent quality across government schools leading to an unequal private school expansion
A central failure in implementing the Common School System proposed in 1968 and 1986 was quality variation across government schools. Due to underfunding and operational challenges in public schools, parents who could afford fees opted for private institutions, leading to unequal private school expansion and reinforcing socio-economic segregation in schooling.

193. (D) Conducting civil service exams for school administrators
PARAKH is established under NEP 2020 as a national assessment center to set assessment norms, guide state achievement surveys, and track nationwide learning outcomes across school boards. Conducting civil service examinations for administrators is handled by public service commissions (such as UPSC or SPSC) and is not a function of PARAKH.

194. (D) Formative and competency-based assessment
The shift from rote memorization to conceptual understanding under NEP 2020 relies on adopting continuous formative and competency-based assessment. This reformed evaluation framework continuously tests critical thinking, higher-order analytical abilities, practical application of knowledge, and problem-solving skills, providing targeted classroom feedback that guides active student learning throughout the academic year.

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195. (D) Integrating children with mild to moderate disabilities into general schools
The Programme of Action 1992 emphasized integrated education for disabled children. It mandated that children with mild to moderate disabilities should be educated within general mainstream schools, supported by trained teachers, resource materials, and accessible infrastructure, reserving special schools primarily for children with severe learning impairments.

196. (C) Developing high-quality bilingual textbooks and learning materials
To support the medium of instruction policy under NEP 2020, the government focuses on developing high-quality bilingual textbooks and learning materials. By providing teaching materials in both the home/regional language and English, schools help students understand core scientific and mathematical concepts easily without creating language barriers or instructional disconnects.

197. (A) Administrative challenges of managing small, under-resourced, single-teacher schools
The School Complex model, originally conceived by the Kothari Commission and revived under NEP 2020, solves the challenge of managing small, isolated, under-resourced, single-teacher primary schools. Grouping schools into clusters enables joint resource sharing—such as specialized subject teachers, science labs, ICT infrastructure, libraries, and administrative support—improving operational efficiency.

198. (D) Introducing a 4-year multidisciplinary Bachelor's degree with entry and exit options
NEP 2020 introduces a major paradigm shift in higher education by proposing a 4-year multidisciplinary Bachelor's degree with flexible entry and exit options. Learners can earn a certificate after one year, a diploma after two years, a bachelor's degree after three years, or a multidisciplinary degree with research after four years.

199. (D) Teacher status, training, and working conditions are pivotal for educational quality and national development.
A consistent policy consensus across NPE 1968, NPE 1986, and NEP 2020 is that teachers are the primary architects of educational quality. All three policies emphasize that improving teacher social status, pay scales, working conditions, pre-service qualification, and continuous professional development is essential for building an effective national education system.

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200. (A) 1968: Access & structure → 1986: Equity, quality & tech → 2020: Holistic 21st-century skills
The strategic progression of India's education policies reflects historical contexts: NPE 1968 focused on expanding educational access, national integration, and establishing the 10+2+3 structure; NPE 1986 emphasized educational equity, quality improvement, teacher education, and technology integration; and NEP 2020 addresses 21st-century skills, multidisciplinary learning, foundational literacy, and holistic development.

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CHAPTER 02

Delhi School Education Act, 1973 and Delhi School Education Rules, 1973

1. The Delhi School Education Act, 1973 was enacted to provide for the better organization and development of school education in the Union Territory of Delhi. In which year did it receive the assent of the President of India?
(A) 1972
(B) 1973
(C) 1974
(D) 1975

2. Under the administrative structure of the Directorate of Education, GNCTD, the provisions of the Delhi School Education Act, 1973 are applicable to which of the following?
(A) All colleges and universities in Delhi
(B) Only Government and Aided schools in Delhi
(C) Only schools run by the Municipal Corporation of Delhi
(D) All recognized schools in Delhi

3. Section 2 of the Delhi School Education Act, 1973 defines an "aided school" as which of the following?
(A) A recognized private school receiving aid in the form of a maintenance grant from the Central Government, Administrator, or a local authority
(B) A school established by the Delhi Development Authority
(C) Any school that receives foreign funding for infrastructure
(D) A government school completely funded by the Directorate of Education

4. Under the Delhi School Education Act, 1973, the term "Administrator" refers to which of the following authorities?
(A) The Director of Education, Delhi
(B) The Chief Minister of Delhi
(C) The Lieutenant Governor of Delhi
(D) The Education Secretary of Delhi

5. Section 3 of the Delhi School Education Act, 1973 empowers the Administrator to regulate school education. Which of the following statements is incorrect regarding this power?
(A) Regulating academic syllabi of higher education institutions
(B) Establishing and maintaining any school within the Union Territory of Delhi
(C) Granting statutory recognition to any private school operating in Delhi
(D) Withdrawing statutory recognition previously granted to a private school

6. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): The Delhi School Education Act, 1973 applies uniformly to all recognized minority schools in Delhi without any exceptions.
Reason (R): Article 30 of the Constitution grants minorities the right to establish and administer educational institutions of their choice, leading to specific exemptions under the Act.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

7. Under Section 4 of the DSEA, 1973, an application for the recognition of a private school must be made to the appropriate authority. What is the minimum condition a school must satisfy for recognition?
(A) It must possess adequate financial resources to sustain independent operations for ten years
(B) It must provide safe and hygienic premises along with adequate educational facilities
(C) It must maintain fee structures systematically higher than comparable government schools
(D) It must maintain a minimum threshold enrollment of two thousand students across

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all classes

8. Under the Delhi School Education Act, 1973, schools in Delhi are primarily categorized into how many distinct functional categories based on funding and recognition?
(A) Two categories: Government and Private
(B) Three categories: Recognized, Unrecognized, and Aided
(C) Four categories: Government, Local Body, Aided, and Unaided Recognized
(D) Five categories: Government, Aided, Unaided, Minority, and Unrecognized

9. Which Section of the Delhi School Education Act, 1973 deals exclusively with the "Scheme of Management" for recognized private schools?
(A) Section 3
(B) Section 5
(C) Section 8
(D) Section 10

10. The Directorate of Education (DoE) has the authority to issue directions to recognized schools. Which of the following is NOT within the direct statutory powers of the Director under the DSEA, 1973?
(A) Fixing pay scales of unaided minority school staff below official government rates
(B) Approving the statutory scheme of management submitted by any recognized private school
(C) Inspecting the academic and physical premises of any recognized educational institution
(D) Regulating and prescribing the maximum permissible number of students enrolled per section

11. Read the following statements regarding the School Management Committee (SMC) under the Delhi School Education Rules, 1973:
I. The Managing Committee of every recognized private school must include two teachers of that school.
II. Two parents of students studying in the school must be members of the Managing Committee.
III. The head of the school is a mandatory member of the Managing Committee.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

12. Rule 59 of the Delhi School Education Rules, 1973 deals with the Managing Committee. What is the maximum permissible limit of members in the Managing Committee of a recognized private school, unless specifically exempted?
(A) 11 members
(B) 15 members
(C) 21 members
(D) 25 members

13. Which of the following authorities must approve the composition of the Managing Committee of a newly recognized private school under the DSER, 1973?
(A) The Director of Education
(B) The Zonal Education Officer
(C) The Delhi School Tribunal
(D) The Lieutenant Governor

14. In the context of School Management Committee functions, which of the following acts is explicitly prohibited for a Managing Committee of a recognized school?
(A) Recruiting qualified teaching staff
(B) Formulating the school's academic calendar in alignment with Directorate of Education norms
(C) Utilizing school funds for the personal business of a trust member
(D) Discharging disciplinary functions against errant employees

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15. The Director of Education can suspend the Managing Committee of a recognized private school under Section 20 of the Act. What is the maximum initial period for which the management can be taken over?
(A) Six months
(B) One year
(C) Three years
(D) Five years

16. A recognized unaided private school has failed to address critical structural damages in its building, endangering student safety despite repeated notices. As the Director of Education, what immediate statutory action is justified under the DSEA, 1973?
(A) Imposing a heavy monetary fine of one lakh rupees directly on the Principal of the default institution
(B) Ordering the immediate administrative

transfer of all permanent teachers to a nearby government school
(C) Directing closure and initiating withdrawal of recognition under Section 4
(D) Ordering the immediate withholding and freezing of salaries of all teaching staff employed in the school

17. Section 4(6) of the Delhi School Education Act, 1973 empowers the appropriate authority to withdraw recognition of a school. What mandatory procedural step must be followed before withdrawal?
(A) Obtaining formal prior sanction and approval directly from the Delhi High Court
(B) Giving the managing committee a reasonable opportunity of showing cause
(C) Issuing an immediate administrative order dissolving the Parent-Teacher Association
(D) Securing an official concurrence resolution from the local municipal council

18. Upon the withdrawal of recognition of a school, what is the primary responsibility of the Directorate of Education concerning the students?
(A) Mandating full financial refund of all tuition and administrative fees collected from students since admission
(B) Taking over operations and automatically upgrading the institution into a fully funded government school
(C) Issuing specialized terminal academic degrees and transfer certifications directly from the Directorate
(D) Assisting in securing admission for affected students in other recognized schools

19. According to Section 17 of the Delhi School Education Act, 1973, which statement regarding fee regulation is correct?
(A) No aided school shall levy fees or charges except as specified by the Director
(B) Unaided schools cannot levy any category of fee without seeking prior formal sanction from the Administrator
(C) Unaided minority educational institutions are completely exempt from submitting fee statements to the DoE
(D) Government schools are fully empowered to levy and collect specialized development fees at their discretion

20. Under the DSER, 1973, what is the required timeline for the manager of every recognized unaided school to file a full statement of fees to be levied in the upcoming academic session?
(A) Before the commencement of the academic session
(B) Within 30 days after the academic session starts
(C) By the 31st of December of the ongoing academic session
(D) Prior to the half-yearly examinations

21. Consider the following statements regarding the Fee Anomalies Committee constituted in Delhi:
I. It examines complaints regarding unjustified fee hikes by recognized unaided private schools.
II. It ensures compliance with the directives of the Supreme Court and Delhi High Court regarding commercialization of education.
III. The committee has the power to scrutinize the audited financial statements of the schools.
IV. It is chaired by the local Member of Legislative Assembly (MLA).
Which of the above statements are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

22. Which specific fund, as per Rule 175 of the DSER, 1973, is strictly prohibited from being transferred to the society or trust running a recognized unaided school?
(A) Trust Corpus Fund
(B) Alumni Contribution Fund
(C) Management Reserve Fund
(D) Recognized School Fund

23. If an unaided recognized private school functioning on land allotted by a government agency (like DDA) with a specific lease condition intends to hike its fee, what is the regulatory requirement?
(A) It must notify the PTA and implement the hike immediately
(B) It requires the prior sanction/approval of the Director of Education
(C) It must deposit 10% of the hiked fee to the DDA
(D) It only needs a simple majority resolution by its Managing Committee

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24. What is the fundamental principle established by judicial precedents in interpreting the fee regulations of the DSEA, 1973 regarding unaided private schools?
(A) Schools retain absolute commercial autonomy to fix, levy, and hike fee structures to maximize financial profits
(B) Schools are statutorily bound to match their fee schedule exactly with corresponding government institutions
(C) Generating reasonable surplus for growth is permissible without commercializing education
(D) Schools are strictly barred from hiking fees without obtaining a formal referendum from all enrolled parents

25. Under Section 8 of the Delhi School Education Act, 1973, the selection committee for appointing the head of an aided school must include a nominee of which authority?
(A) The Lieutenant Governor
(B) The Central Board of Secondary Education (CBSE)
(C) The State Council of Educational Research and Training (SCERT)
(D) The Director of Education

26. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): The Managing Committee of an aided school cannot arbitrarily dismiss a confirmed teacher without the prior approval of the Director of Education.
Reason (R): Section 8(2) of the DSEA, 1973 mandates that no employee of a recognized private school shall be dismissed, removed, or reduced in rank without prior approval of the Director.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

27. Which rule of the Delhi School Education Rules, 1973 outlines the specific procedure for filling vacancies in aided schools, including advertisement and selection committee constitution?
(A) Rule 43
(B) Rule 64
(C) Rule 96
(D) Rule 98

28. In unaided recognized schools, while the management has autonomy in appointments, Section 10 of the DSEA, 1973 imposes a crucial restriction regarding the scale of pay. What is this restriction?
(A) Pay scales and allowances must mandatorily be at least fifty percent of corresponding government school teacher salaries
(B) Pay and allowances must not be less than those of employees of corresponding status in government schools
(C) Pay scales must marginally exceed the statutory minimum wage rates officially stipulated for unskilled manual labor
(D) Total remuneration payable to employees is solely dependent on the annual fee revenue generated by the school

29. A permanent teacher in an unaided recognized private school claims that her basic salary and dearness allowance are significantly lower than her counterpart in a Delhi Government school. She appeals to the management, which refuses to revise her pay. Under which section of the DSEA, 1973 can she seek legal intervention for pay parity?
(A) Section 4
(B) Section 10
(C) Section 15
(D) Section 21

30. Which chapter of the Delhi School Education Rules, 1973 specifically governs the terms and conditions of service of employees of recognized private schools?
(A) Chapter IV
(B) Chapter VIII
(C) Chapter XI
(D) Chapter XIII

31. Read the following statements regarding the transfer and posting rules of staff in an unaided recognized school running under a trust with multiple branches in Delhi:
I. An employee can be transferred from one branch to another without their consent if the terms of appointment permit it.
II. Transfer cannot result in a reduction of pay or status.
III. The Director of Education must pre-approve inter-branch transfers of unaided school teachers.

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Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

32. According to the DSER, 1973, what is the standard probationary period for a teacher directly appointed against a permanent vacancy in a recognized private school?
(A) Six months
(B) One year
(C) Two years
(D) Three years

33. Under Rule 115 of the DSER, 1973, an employee of a recognized private school can be placed under suspension. The managing committee must communicate this to the Director of Education within what timeframe for approval?
(A) 7 days
(B) 15 days
(C) 30 days
(D) 45 days

34. If an employee of an aided school is placed under suspension pending a departmental inquiry, what portion of the subsistence allowance is payable by the Government?
(A) The Government directly disburses the entire one hundred percent cost of the subsistence allowance to the employee
(B) The Government bears zero financial liability; the school's managing committee must absorb the entire total cost
(C) The Government pays fifty percent of the total allowance amount strictly restricted to the initial three months
(D) The Government pays proportional aid strictly based on the general grant-in-aid ratio

35. Which of the following is classified as a "Minor Penalty" under Rule 117 of the Delhi School Education Rules, 1973?
(A) Censure
(B) Compulsory retirement
(C) Reduction in rank
(D) Dismissal from service

36. Under Rule 120 of the DSER, 1973, before imposing a major penalty on an employee of a recognized private school, the disciplinary authority must:
(A) Issue a formal written administrative reprimand and simple warning letter directly to the employee
(B) Secure explicit prior statutory approval and consensus from the executive Parent-Teacher Association
(C) Hold a formal inquiry providing the employee an opportunity to be heard
(D) File an official report and notify the local jurisdictional police station regarding the alleged misconduct

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37. Which authority serves as the Appellate Authority for a teacher of a recognized private school who has been dismissed from service after a disciplinary inquiry?
(A) The Delhi School Tribunal
(B) The Director of Education
(C) The Central Administrative Tribunal (CAT)
(D) The Lieutenant Governor

38. The Delhi School Tribunal is constituted under Section 11 of the DSEA, 1973. Who is eligible to be appointed as the Presiding Officer of this Tribunal?
(A) An experienced retired Principal having served at least ten years in a Delhi Government School
(B) A serving or retired Senior IAS officer from the Department of Education, GNCTD
(C) A former Director of Education having served a minimum tenure of three full years
(D) A person who has been a judicial officer of the rank of a District Judge

39. Regarding the Parent-Teacher Association (PTA) in recognized schools, what do the Directorate of Education guidelines mandate regarding its constitution?
(A) Constituting a PTA is purely optional for unaided private schools but strictly mandatory for all government institutions
(B) Every recognized school must constitute a PTA to promote parent-school partnership
(C) Membership is strictly restricted to parents who actively contribute financial donations to the school's development fund
(D) The sitting Member of Legislative Assembly (MLA) of the local constituency must serve as ex-officio PTA chairman

40. Which of the following is NOT a prescribed objective of the Parent-Teacher Association in Delhi schools?

(A) To facilitate effective and continuous communication channels between parents and school teachers
(B) To actively assist the school management in organizing annual co-curricular activities and cultural events
(C) To finalize and approve the annual budget and fee structure of the school
(D) To promote overall student welfare, institutional development, and student safety on campus

41. According to Section 16 of the DSEA, 1973, admissions to recognized schools must be strictly regulated. Which of the following criteria is explicitly banned during the admission process for elementary classes?
(A) Verification of residential proximity under established neighbourhood criteria
(B) Allocation of points or preferential seat allocation under sibling quota
(C) Allocation of points under institutional alumni quota parameters
(D) Screening procedures or interviews for the child and parents

42. A recognized unaided school located on land allotted by the DDA at concessional rates refuses to admit students from the Economically Weaker Section (EWS) in the neighbourhood, citing financial constraints. Under the DSEA, 1973 and land allotment conditions, what is the legal position?
(A) Admitting 25% EWS students is mandatory as per land lease terms
(B) The school retains absolute operational autonomy and cannot be legally compelled to admit EWS students under any terms
(C) The school is legally bound to immediately surrender its entire land allotment back to the DDA without administrative hearing
(D) The DoE is legally required to disburse equivalent financial subsidies before the school can process any EWS admissions

43. The Directorate of Education uses specific norms tied to land allotments. If a private school violates the condition of land allotment regarding free seats to EWS students, what action can the DoE recommend?
(A) Cancellation of the school's CBSE affiliation only
(B) Recommendation to the land allotment authority for cancellation of the lease deed of the land
(C) Immediate conversion of the school into a fully government-owned entity
(D) Freezing of all teachers' salaries

44. Rule 49 of the DSER, 1973 deals with the utilization of school premises. Which of the following activities is strictly restricted within the premises of a recognized school?
(A) Organizing annual inter-school athletic meets and competitive sports tournaments
(B) Running a political party's membership drive or election campaign office
(C) Hosting professional development and academic educational workshops for teachers
(D) Operating a hygienic school canteen facility catering exclusively to students and staff

45. Under Section 24 of the DSEA, 1973, who is empowered to carry out the inspection of recognized schools?
(A) The Director of Education or an authorized officer
(B) Any parent or legal guardian of an enrolled student acting independently
(C) Exclusively the Lieutenant Governor of the Union Territory of Delhi
(D) The elected Municipal Councilor representing the local ward constituency

46. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): The manager of every recognized school must grant the inspecting officer full access to all records, registers, and documents during an inspection.
Reason (R): Section 24 of the DSEA, 1973 empowers the Director to inspect schools to ensure compliance with the provisions of the Act and Rules, making it a statutory duty for the management to cooperate.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

47. If an inspection reveals significant defects in the administration of an aided school, what is the Director of Education authorized to do under the DSEA, 1973?
(A) Issue an administrative order to immediately dismiss the Principal of the school without

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conducting a formal inquiry
(B) Exercise statutory emergency powers to permanently take over the school's complete administration on the same day
(C) Order the immediate transfer of administrative management of the institution to a rival educational trust
(D) Issue directions to rectify defects within a specified period

48. What is the grievance redressal mechanism provided under the DSER, 1973 for a student who feels unfairly treated regarding internal assessment marks?
(A) The student or parent can file a writ petition directly before the Supreme Court of India
(B) The student must lodge a formal criminal complaint requesting a jurisdictional police investigation
(C) Appeal to the Principal, and if unresolved, to the Zonal Education Officer
(D) The school management committee's internal decision is legally final with absolute immunity from appeal

49. Section 27 of the DSEA, 1973 prescribes penalties for specific offences. If a manager of a recognized private school refuses to comply with a takeover order under Section 20, what is the maximum potential penalty?
(A) A summary administrative fine not exceeding a maximum amount of five hundred rupees
(B) Imprisonment extending up to six months, or fine, or both
(C) Mandatory sentence of compulsory community service for a period of one full calendar year
(D) Immediate legal attachment and permanent confiscation of the manager's personal property

50. What is the penalty under the DSEA, 1973 for running a school without obtaining recognition, while falsely claiming to be a recognized school?
(A) It constitutes a major cognizable non-bailable offence punishable with up to three years of rigorous imprisonment
(B) It leads to the immediate administrative arrest and criminal prosecution of all teaching and non-teaching staff
(C) No specific statutory penalty exists; the Directorate of Education merely issues an administrative warning letter
(D) Imprisonment up to three months, or fine, or both

51. Read the following statements regarding amendments and legal provisions relating to the DSEA, 1973:
I. The Act has remained entirely unamended since its inception in 1973.
II. Section 16 of the Act was impacted by the Right to Education Act, 2009 regarding admission procedures.
III. The Act's provisions on fee regulation have been interpreted and strengthened through multiple High Court judgments.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) III only

52. Chapter IV of the Delhi School Education Rules, 1973 primarily addresses which of the following subjects?
(A) Terms and conditions of service of employees of recognized private schools
(B) Grant-in-aid to private schools
(C) The scheme of management
(D) Admission of students

53. Which chapter of the DSER, 1973 provides the detailed rules for Admission, Migration, and Withdrawal of students?
(A) Chapter V
(B) Chapter VII
(C) Chapter XI
(D) Chapter XIII

54. According to Rule 97 of the DSER, 1973, how are the minimum qualifications for teachers in recognized schools determined?
(A) They are fixed entirely at the discretion of the managing committee of each individual private school
(B) They are strictly identical to the statutory qualification norms laid down by UGC for university and college lecturers
(C) They mandatorily require only a basic senior secondary school completion certificate for all levels of school teaching
(D) Specified by the Administrator in consultation with the Board

55. A newly recognized unaided secondary school appoints a Post Graduate Teacher (PGT) who holds a Master's degree but does not possess a

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B.Ed. degree, claiming a shortage of candidates. Under the DSER, 1973, how should the Director of Education treat this appointment?
(A) Grant permanent statutory approval provided the candidate demonstrates over five years of prior teaching experience
(B) Reject appointment for failing minimum professional norms
(C) Formally direct the school management to sponsor the candidate for a mandatory distance learning degree at full institutional expense
(D) Issue conditional approval for the appointment subject strictly to an affirmative resolution passed by the Parent-Teacher Association

56. What is the standard age of superannuation (retirement) for a teacher working in a recognized aided private school under the DSER, 1973?
(A) 55 years
(B) 58 years
(C) 60 years
(D) 62 years

57. Under specific conditions, a teacher in a recognized school who receives a National or State award may be granted an extension of service. What is the maximum duration of this extension under the DSER, 1973?
(A) 1 year
(B) 2 years
(C) 5 years
(D) No extension is legally permitted under DSER

58. Rule 181 of the DSER, 1973 mandates the maintenance of school records. Which of the following is NOT a statutorily required record for a recognized school to maintain?
(A) Religious affiliation register of parents
(B) Admission and withdrawal register
(C) Attendance register for students and staff
(D) Acquittance roll and service books of employees

59. The Managing Committee of a recognized private school must meet periodically. What is the minimum required frequency of these meetings as per standard rules?
(A) Convening mandatory formal meetings once every calendar week
(B) Convening statutory executive meetings at least once every month
(C) At least once in three months
(D) Convening an annual general assembly meeting once a year

60. Under the DSEA, 1973, what is meant by "capitation fee"?
(A) The standard monthly tuition fee structure officially evaluated and approved by the Directorate of Education
(B) Non-approved donations or payments charged for admission
(C) The specialized quarterly transport charge collected from enrolled students for utilizing dedicated school bus services
(D) The administrative late penalty fee routinely imposed on parents for delayed payment of regular monthly tuition fees

61. Consider the following statements regarding the collection of fees in recognized private schools:
I. No capitation fee shall be collected for the admission of any child.
II. Schools are permitted to demand parents to pay building funds as a precondition for admission.
III. The receipt for all fees collected must be issued immediately.
IV. Unaided schools can increase tuition fees mid-session without DoE approval.
Which of the above statements are incorrect?
(A) I and III only
(B) II and IV only
(C) I, II, and IV only
(D) III and IV only

62. Regarding the refund of fees, if a student withdraws admission from a recognized school before the commencement of the academic session, what is the school's obligation under Directorate of Education guidelines?
(A) The school management is fully entitled to forfeit the entire cumulative amount of fees paid by the student
(B) The school management is obligated to process a refund restricted strictly to fifty percent of the basic tuition fee
(C) Refund all fees except non-refundable registration fee
(D) The school management is bound to process fee refunds strictly if another candidate subsequently occupies the vacant seat

63. Who is responsible for fixing the academic calendar, including the total number of working

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days and school timings, for recognized schools in Delhi?
(A) The Central Board of Secondary Education (CBSE)
(B) The School Management Committee autonomously
(C) The Ministry of Education, Government of India
(D) The Directorate of Education

64. What is the prescribed minimum number of working days in an academic year for a recognized school under the Delhi School Education Rules, 1973?
(A) 200 days
(B) 210 days
(C) 220 days
(D) 240 days

65. Under the DSEA, 1973, if an employee of an aided school has a grievance against a minor penalty imposed by the management, to whom does the appeal lie?
(A) The Delhi School Tribunal
(B) The Director of Education
(C) The High Court of Delhi
(D) The Central Vigilance Commission

66. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): The jurisdiction of Civil Courts is explicitly barred from entertaining any suit or proceeding in respect of any matter which the Delhi School Tribunal is empowered to determine.
Reason (R): Section 25 of the DSEA, 1973 provides finality to the orders of the Tribunal and prevents parallel litigation in ordinary civil courts.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

67. Which of the following defines an "unrecognized school" in the context of school education in Delhi?
(A) An unapproved school functioning without formal statutory recognition
(B) An educational institution operating within Delhi that strictly follows an accredited foreign international curriculum
(C) An educational institution duly recognized by and affiliated with a different state secondary education board
(D) A specialized vocational institute dedicated exclusively to sports training without imparting standard academic subjects

68. A Head of School in an aided institution receives a complaint that a senior teacher is engaging in private tuition, which is affecting their school duties. Under the DSER, 1973, what is the appropriate initial action?
(A) Ignore the formal complaint entirely, as engaging in commercial private tuition is unconditionally permitted under service rules
(B) Issue an immediate administrative executive order directing a fifty percent salary deduction from the teacher's monthly pay
(C) Issue a show-cause notice under Rule 112 for unauthorized tuition
(D) Recommend the teacher to the Directorate of Education for a state award in recognition of hard work

69. Rule 112 of the DSER, 1973 outlines a code of conduct for teachers. Which of the following is NOT a breach of this code?
(A) Organizing remedial classes within the school premises for academically weaker students
(B) Participating in any strike or taking part in any political demonstration
(C) Becoming a member of an association whose objects are prejudicial to the sovereignty of India
(D) Accepting a job of a remunerative character from any source other than the school

70. According to Section 13 of the DSEA, 1973, which chapter of the Act does NOT apply to an unaided minority school?
(A) Chapter II concerning statutory school recognition parameters
(B) Chapter III governing municipal and school property regulations
(C) Chapter IV (Terms and conditions of service)
(D) Chapter VI governing student admission procedures and fee levies

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71. Read the following statements concerning Unaided Minority Schools under the DSEA, 1973:
I. They are exempt from Chapter IV, meaning the Director's prior approval is not required

for disciplinary action against an employee.
II. They must formulate their own rules regarding the terms and conditions of service for their employees.
III. They are completely exempt from the minimum qualification rules prescribed by the Administrator.

Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

72. Which section of the Delhi School Education Act, 1973 protects actions taken in good faith by the Administrator or the Director from legal prosecution?
(A) Section 12
(B) Section 20
(C) Section 26
(D) Section 28

73. Which of the following is the correct pair of the Authority and its primary function under the DSEA, 1973?
(A) Delhi School Tribunal – Approving the fee hike of unaided schools
(B) Director of Education – Direct appointment of teachers in unaided minority schools
(C) Managing Committee – Formulating the state education policy
(D) Administrator (LG) – Making rules to carry out the provisions of the Act

74. Which of the following is an INCORRECT pair according to the DSEA & Rules, 1973?
(A) Rule 43 – Admissions and withdrawals
(B) Section 8 – Terms and conditions of service of employees
(C) Section 10 – Salaries of employees
(D) Section 24 – Inspection of schools

75. What is the relationship between "Grant-in-aid" and "Maintenance Grant" in the context of the DSEA, 1973?
(A) Grant-in-aid applies strictly to capital land purchases, whereas Maintenance Grant covers all recurring operational expenses
(B) No fundamental difference exists as the Act uses them interchangeably
(C) Grant-in-aid is disbursed directly by the Central Government, while Maintenance Grant is provided by the State Government
(D) Grant-in-aid is designated exclusively for unaided private schools, while Maintenance Grant covers government institutions

76. Rule 64 of the DSER, 1973 stipulates conditions for grant-in-aid. Which of the following could lead to the stoppage, reduction, or suspension of the grant-in-aid to an aided school?
(A) Introduction of smart boards in classrooms
(B) Failure to manage the school properly and maintain discipline
(C) High pass percentage in board examinations
(D) Recruiting highly experienced retired teachers on a voluntary basis

77. If a recognized aided school wishes to close down a particular stream (e.g., Science stream) due to a lack of enrollment, whose prior approval is required as per the rules?
(A) The Director of Education
(B) The Central Board of Secondary Education (CBSE)
(C) The executive Parent-Teacher Association (PTA)
(D) The Lieutenant Governor of the Union Territory

78. According to Rule 144 of the DSER, 1973, which register must be maintained to record the receipt of tuition fees and other charges?
(A) The General Administrative Contingent Register
(B) The Permanent and Consumable Stock Register
(C) Cash Book and Fee Collection Register
(D) The Official Employee Service Book Register

79. The financial year for the purpose of school accounts and grant-in-aid under the DSER, 1973 commences on which date?
(A) 1st January
(B) 1st April
(C) 1st July
(D) 1st September

80. Every recognized aided school must get its accounts audited annually. Who conducts this mandatory audit?
(A) Independent certified chartered accountants selected through an open resolution by the Parent-Teacher Association
(B) Senior constitutional auditing officers deputed directly from the Office of Comptroller and Auditor General of India
(C) Auditors designated by the DoE or Local

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Fund Accounts Examiner
(D) A qualified internal accounting auditor independently appointed by the Principal to audit institutional books

81. A private unaided recognized school significantly increases its annual charges without seeking prior approval from the Directorate of Education, claiming the land was purchased privately, not from a government land agency. Under the DSEA, 1973, is this action legally permissible?
(A) No, because statutory provisions mandate that every proposed fee hike by any unaided school requires mandatory prior approval from the Directorate of Education regardless of land allotment terms
(B) Yes, filing under Section 17(3) suffices unless court orders dictate otherwise
(C) Yes, the fee hike is legally valid provided that the general body of the Parent-Teacher Association unanimously approves the proposed annual financial revision
(D) No, because annual charges under any fee nomenclature are completely prohibited across all categories of recognized private schools operating within the Territory of Delhi

82. Which of the following forms the "School Fund" of a recognized aided school under Rule 149 of DSER, 1973?
(A) Exclusively the annual statutory grant-in-aid disbursements received directly from the Office of the Administrator
(B) Solely financial contributions, voluntary donations, and development funds collected from the Parent-Teacher Association
(C) Exclusively the regular monthly tuition fees collected directly from enrolled students across all academic levels
(D) Grant-in-aid, fee income, and other collections excluding personal funds

83. Section 18 of the DSEA, 1973 mandates that the School Fund shall be held in:
(A) Any nationalized, scheduled, or cooperative bank approved by the Director
(B) Any non-banking private finance company offering high interest rates on fixed commercial deposits
(C) The personal savings or current bank account maintained independently by the Manager of the school
(D) Liquid cash kept securely inside the institutional vault or safe maintained within the school administration office

84. The "Recognized Unaided School Fund" consists primarily of which of the following?
(A) Regular annual government maintenance grants disbursed to the institution
(B) Fines collected by traffic authorities from speed violations occurring in the immediate school zone
(C) Income accruing to the school by way of fees, charges, or endowments
(D) Special constituency development funds allocated annually by the local Member of Legislative Assembly

85. According to Rule 177 of the DSER, 1973, the savings from the Recognized Unaided School Fund must strictly be utilized for which purpose?
(A) Educational expansion of the school and promoting education
(B) Commercial expansion of unrelated business ventures operated by the founding society or trust
(C) Disbursing annual financial dividends, profits, or performance bonuses to individual trust members
(D) Making direct financial contributions or political donations to registered political parties

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86. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): The Principal of an aided school is the sole authority to incur expenditure from the School Fund without any financial limits.
Reason (R): Rule 180 of DSER, 1973 designates the Head of the School as the Drawing and Disbursing Officer, granting absolute financial autonomy.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

87. Under the DSER, 1973, any employee of a recognized school aggrieved by an order of suspension can appeal to the Director. Within what time frame must this appeal be filed from the date of communication of the order?
(A) 15 days
(B) 30 days

(C) 45 days
(D) 60 days

88. What does Rule 134 of the DSER, 1973 prescribe regarding the issue of a Leaving Certificate?
(A) The school management retains absolute right to deny the certificate if the student fails the annual final examination
(B) The certificate can be permanently withheld by the Principal if the student was subjected to any minor disciplinary penalty
(C) It must be issued free of cost upon application if dues are cleared
(D) The certificate mandatorily requires the countersignature and formal seal of the Zonal Education Officer in all cases

89. According to the admission rules in the DSER, 1973, what document is fundamentally required as proof of date of birth for admission to the primary stage?
(A) A sworn legal affidavit executed before a notary public and attested by the sitting local Member of Legislative Assembly
(B) A formal age verification certificate issued strictly by a registered medical practitioner practicing in a government hospital
(C) A traditional astrological birth chart or horoscope prepared and certified by an astrologer
(D) A birth certificate issued by a municipal authority or statutory body

90. If a child seeks admission to a recognized school without a valid transfer certificate from the previous school, what is the head of the school expected to do under normal circumstances as per Rule 141?
(A) Grant provisional admission allowing time to produce the certificate
(B) Deny admission outright with absolute finality, making no exceptions under any administrative circumstances
(C) Admit the child strictly to a lower class positioned two full grade levels below the requested age-appropriate class
(D) Immediately direct the parents to file an appeal before the Delhi School Tribunal for special authorization

91. Consider the following statements regarding the disciplinary committee constituted in an aided school for an inquiry against an employee:
I. It must include the Manager of the school.
II. It must include a nominee of the Director of Education.
III. It must include the Head of the School (unless the inquiry is against the Head).
Which of the above statements is/are correct?
(A) I and III only
(B) II and III only
(C) I and II only
(D) I, II, and III

92. Rule 44 of the DSER, 1973 mentions the conditions under which a school may be downgraded (e.g., from Senior Secondary to Secondary). Which of the following is a valid ground for downgrading?
(A) The school management unilaterally decided to alter the designated color scheme of student uniforms
(B) Failing to maintain required student strength or academic standards
(C) The serving Principal of the school proceeded on an extended medical leave of absence exceeding six months
(D) The school governing body formally declined an invitation to affiliate with an international educational board

93. Section 7 of the DSEA, 1973 deals with the property of recognized schools. It states that no manager can transfer, mortgage, or lease out school property without the prior approval of:
(A) The Director of Education
(B) The District Magistrate
(C) The Municipal Commissioner
(D) The Sub-Registrar

94. The management of a recognized aided school decides to sell a portion of the school's playground to raise funds for building a new science block. They execute the sale without informing the Directorate. Under Section 7 of the DSEA, 1973, what is the legal status of this transaction?
(A) The transaction is fully valid and legally enforceable provided that all realized sale proceeds are utilized strictly for institutional expansion
(B) The transaction is valid but obligates the managing committee to pay a mandatory ten percent administrative penalty fee directly to the DoE
(C) Void and illegal due to lack of prior approval from the Director
(D) The transaction remains voidable exclusively if the general body of the Parent-Teacher Association files a formal objection within

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30 days

95. According to Rule 148 of DSER, 1973, which of the following fees is explicitly categorized as an "Earmarked Levy" in a recognized school?
(A) Regular monthly tuition fee
(B) One-time initial admission fee
(C) Non-refundable registration fee
(D) Transport/Bus fee

96. What is the fundamental rule governing the utilization of an "Earmarked Levy" (such as a library fee or sports fee) in a recognized private school?
(A) The collected levies can be freely merged into the general tuition fee fund account to disburse monthly staff salaries
(B) The funds can be transferred directly to the central capital account maintained by the governing management society or trust
(C) Utilizing it solely for the specific purpose for which it is collected
(D) Spending the collected funds is purely optional for the school management, allowing capital to be accumulated indefinitely

97. Rule 50 of DSER, 1973 specifies the conditions for recognition of a private school. Which condition is mandatory regarding the medium of instruction?
(A) It must strictly be English for all subjects
(B) It must conform to the policy laid down by the Administrator/Board
(C) It must be the mother tongue of the school's founder
(D) It is left entirely to the choice of the parents without regulatory oversight

98. An application for the recognition of a new private school under Rule 49 must be submitted in the prescribed form along with specific documents. What is the deadline for submitting this application before the academic session in which the school intends to start?
(A) 1 month before
(B) 3 months before
(C) 6 months before
(D) At least 1 year before

99. The "Fee Anomalies Committee" was set up on the recommendations of which committee formed to examine the fee structures of unaided private schools in Delhi?
(A) Duggal Committee
(B) Kothari Commission
(C) Yashpal Committee
(D) Ranganath Mishra Commission

100. Which of the following items cannot be charged as a separate fee head under the DSEA & Rules, 1973 by unaided recognized schools, following directives to curb commercialization?
(A) Tuition fee
(B) Development fee (subject to limits)
(C) Capitation fee
(D) Activity fee

101. Consider the following statements regarding the Development Fee charged by recognized unaided schools in Delhi:
I. It is treated as a capital receipt.
II. It must be kept in a separate account.
III. It cannot exceed 15% of the total annual tuition fee.
IV. It can be utilized for paying arrears of teachers' salaries.
Which of the above statements are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

102. According to Section 9 of the DSEA, 1973, every employee of a recognized school shall be governed by a code of conduct. Who determines this code of conduct?
(A) The Supreme Court of India through judicial precedents
(B) The Central Ministry of Education, Government of India
(C) The individual private school governing management trust
(D) The Administrator (LG) via the Rules

103. Rule 123 details the procedure for appealing to the Delhi School Tribunal. The appeal must be made within what duration from the date of the order appealed against?
(A) 15 days
(B) 30 days
(C) 90 days
(D) 120 days

104. What does Section 21 of the DSEA, 1973 say regarding the delegation of powers?
(A) The Administrator is strictly prohibited under law from delegating any statutory powers to subordinate administrative officers

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(B) The Director of Education is statutorily mandated to delegate all administrative powers directly to jurisdictional Zonal Officers
(C) The Administrator may delegate powers to subordinate officers
(D) The Managing Committee retains full authority to delegate its complete disciplinary powers to the Head of School entirely

105. Under Rule 34 of DSER, 1973, what is the maximum number of days a student can be absent continuously without leave before their name is struck off the rolls?
(A) 3 days
(B) 6 days
(C) 15 days
(D) 30 days

106. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): The Principal of a recognized school has the absolute right to refuse admission to a student expelled from another school for gross misconduct.
Reason (R): Rule 138 of the DSER, 1973 states that a student expelled from a school shall not be admitted to any other school without the prior approval of the Director.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

107. Which section of the Delhi School Education Act, 1973 empowers the Administrator to make rules to carry out the provisions of the Act?
(A) Section 15
(B) Section 21
(C) Section 24
(D) Section 28

108. The management of a recognized aided school attempts to close the school abruptly in the middle of the academic year, citing financial bankruptcy. As per Section 6 of the DSEA, 1973, can they do this?
(A) Yes, the school management possesses an absolute constitutional right to close down any financially unviable enterprise at any time
(B) No closure is allowed without prior approval of the Director
(C) Yes, provided that the school management issues one month's severance pay and salary directly to all serving teachers prior to closure
(D) No, closure is prohibited unless the jurisdictional High Court issues a specific judicial decree ordering the immediate dissolution

109. A permanent teacher in an aided school is elected as an MLA. Under the DSER, 1973 and related service rules, what is the consequence for his employment?
(A) Resigning or taking extraordinary leave to avoid dual offices of profit
(B) He is legally entitled to continue his regular teaching duties and concurrently draw full remuneration from both public positions simultaneously
(C) He is automatically entitled to receive an immediate administrative promotion to the permanent executive post of Head of School
(D) He becomes eligible to receive a special monthly allowance and financial stipend disbursed directly by the private school management

110. Under Rule 111 of DSER, 1973, leave is not a right. Who is the sanctioning authority for granting casual leave to the Head of the School?
(A) The Director of Education
(B) The Zonal Education Officer
(C) The Manager of the School
(D) The PTA Chairman

111. Read the following statements regarding maternity leave rules for female employees in recognized aided schools under DSER, 1973:
I. Maternity leave is granted on full pay.
II. The duration of maternity leave aligns with the rules applicable to female employees of the Delhi Government.
III. It can be combined with leave of any other kind.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

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112. According to Rule 113 of DSER, 1973, every employee of a recognized private school must

be medically examined. When is this medical certificate of fitness required to be submitted?
(A) Prior to receiving formal service confirmation
(B) At regular intervals every five years of continuous service
(C) At the time of first appointment
(D) Mandatory submission immediately before superannuation retirement

113. If an employee of an aided school feels their confidential report (ACR) contains adverse remarks, what right do they have under the rules?
(A) To submit a formal administrative petition demanding the immediate removal or transfer of the reporting Head of School
(B) Communication of adverse remarks and right to make representation
(C) To participate in collective strike action and cease work performance until the recorded adverse remarks are officially expunged
(D) To unilaterally strike off, modify, or alter the adverse remarks recorded within their personal service book

114. According to Rule 105 of DSER, 1973, what is the standard probation period for an employee in an aided school promoted to a higher post?
(A) No probation is required for promotions
(B) Six months
(C) One year
(D) Two years

115. Section 8(4) of the DSEA, 1973 deals with the suspension of employees. If the Director does not communicate approval or disapproval of a suspension within 15 days, what happens to the suspension?
(A) Automatic cessation of suspension upon expiry of 15 days
(B) The suspension order automatically becomes permanently valid and legally binding without requiring further statutory validation
(C) The suspension file is automatically forwarded to the Delhi School Tribunal for an independent judicial review and decision
(D) The initial suspension period is automatically extended for an additional period of fifteen days pending formal review

116. Which of the following registers is maintained under Rule 181 to keep a record of all properties, furniture, and laboratory equipment of a recognized school?
(A) Acquittance Roll
(B) Cash Book
(C) Stock Register
(D) Log Book

117. Who acts as the Member-Secretary of the Managing Committee of a recognized aided school as per the typical scheme of management under the DSER, 1973?
(A) The Head of the School (Principal)
(B) The designated Manager of the school
(C) The official nominee of the Directorate of Education
(D) A designated Senior Teacher of the school

118. In the context of the DSEA, 1973, what does the term "minority school" specifically refer to?
(A) Any educational institution maintaining an active student enrolment threshold falling below five hundred students
(B) A school run directly by the local municipal body catering exclusively to economically marginalized communities in Delhi
(C) A specialized educational institution established exclusively for imparting training to physically challenged students
(D) A school established and administered by a minority under Article 30(1)

119. Under the rules regarding the taking over of management (Section 20), what is the maximum cumulative period for which the Administrator can hold control over a taken-over school's management?
(A) Three years
(B) Five years
(C) Ten years
(D) Indefinitely

120. An aided recognized school faces severe infighting among its trust members, leading to non-payment of teachers' salaries for six months and a complete breakdown of academic administration. Under which specific section of the DSEA, 1973 can the Administrator intervene and order the taking over of the management of this school?
(A) Section 4
(B) Section 10
(C) Section 20
(D) Section 27

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121. According to the DSEA, 1973, what is the consequence if an unaided recognized school fails to pay its employees salaries on par with corresponding government employees despite repeated directives?
(A) The Directorate of Education is legally obligated to disburse the salary difference directly from public state treasury funds
(B) The individual members of the school management committee are subjected to immediate arrest and sentence of life imprisonment
(C) The school is automatically converted into a fully aided public institution under the direct administrative control of the DoE
(D) Withdrawal of recognition under Section 4 for violating Section 10

122. Which rule under the DSER, 1973 mandates that no teacher shall compel any student to purchase books, stationery, or uniforms from a specific shop?
(A) Rule 34 governing attendance rules
(B) Rule 50 governing conditions of recognition
(C) Rule 112 (Code of Conduct)
(D) Rule 145 governing accounting procedures

123. The scheme of management of a recognized school must ensure that the funds of the school are not utilized for:
(A) Providing merit-cum-means financial scholarships and fee waivers to economically weaker students
(B) Creating a corpus fund for the parent society/trust
(C) Expanding physical infrastructure, purchasing new books, and modernizing the institutional school library
(D) Disbursing monthly recurring utility charges including electricity and water bills of the school building

124. Under Rule 46 of DSER, 1973, for a school to be upgraded from Secondary to Senior Secondary, it must satisfy the Director regarding:
(A) Constructing and maintaining an operational Olympic-sized swimming pool facility on the campus premises
(B) Provision of adequate accommodation, lab facilities, and qualified staff
(C) Depositing a non-refundable statutory processing fee of ten lakh rupees into the official bank account of the DoE
(D) Submitting a legally binding guarantee promising a one hundred percent pass result in the board examinations

125. Who is the competent authority to specify the syllabus and courses of study for classes I to VIII in recognized schools in Delhi?
(A) The Director of Education in consultation with the SCERT
(B) The Central Board of Secondary Education acting as sole authority
(C) The National Council of Educational Research and Training directly
(D) The individual School Management Committee acting independently

126. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Unaided recognized schools have the right to conduct independent screening interviews of children and parents during nursery admissions.
Reason (R): Judicial rulings and Directorate of Education circulars strictly prohibit screening procedures to prevent discrimination and ensure fair access.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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127. Which register records the daily cash transactions, including fee collection and salary disbursements, in a recognized school?
(A) The Attendance Register
(B) The Acquittance Roll
(C) The Contingent Register
(D) The Cash Book

128. According to the DSER, 1973, what is an "Acquittance Roll" used for?
(A) To record comprehensive personal and academic admission details of newly enrolled students
(B) To formally document and record official minutes during Managing Committee executive meetings
(C) Obtaining employee signatures as proof of receipt of salary and allowances
(D) To track and manage the daily circulation and issue of library books to students and staff

129. Rule 191 of the DSER, 1973 deals with the constitution of the Selection Committee for the appointment of employees in unaided schools. The committee for selecting a Principal must include:
(A) The sitting Member of Legislative Assembly of the area
(B) Two educationists nominated by the Director
(C) A sitting or retired High Court Judge
(D) The elected President of the Parent-Teacher Association

130. A recognized unaided school must pay salaries to its employees by which date of every month, as prescribed by the norms under the DSER, 1973?
(A) 7th of the following month
(B) 15th of the following month
(C) Last day of the same month
(D) Discretion of the management

131. Consider the following statements regarding the role of the Head of School under Rule 59 (Scheme of Management):
I. The Head of School manages the day-to-day administration of the school.
II. The Head of School has the unilateral power to amend the scheme of management.
III. The Head of School handles all financial transactions within the delegated budget limits.
Which of the above statements is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I only

132. What is the standard duration of the summer vacation for recognized schools in Delhi as fixed by the Director of Education under the academic calendar rules?
(A) Approximately four full calendar weeks
(B) Approx. 6 to 8 weeks
(C) Approximately ten full calendar weeks
(D) Approximately twelve full calendar weeks

133. The manager of an aided school suspends a teacher and does not forward the suspension order to the Director of Education for approval within the mandated 15 days. On the 20th day, the management forces the teacher to stay out of the school. What is the legal status of the suspension on the 20th day?
(A) Void; teacher is deemed in service with full rights and pay
(B) The suspension remains completely valid as the school management possesses inherent statutory disciplinary powers
(C) The suspension automatically converts into a formal order of dismissal from service with immediate financial effect
(D) The suspension order remains in abeyance pending formal judicial review by the Delhi School Tribunal

134. Which Section or Provision explicitly grants the right to minority groups to establish and administer schools of their choice, as recognized in the context of the DSEA, 1973?
(A) Section 3 of the Delhi School Education Act, 1973 relating to powers of the Administrator
(B) Section 10 of the Delhi School Education Act, 1973 relating to salaries and allowances
(C) It is a constitutional right under Article 30 recognized via statutory exceptions
(D) Section 20 of the Delhi School Education Act, 1973 relating to taking over management

135. When a recognized school is taken over by the Administrator under Section 20, what happens to the existing employees of the school?
(A) All serving staff members are immediately terminated from service with a standard statutory severance package
(B) Continuing to hold office on existing terms and conditions
(C) All permanent employees are automatically transferred and re-posted to various existing government institutions
(D) Their monthly salaries and accumulated allowances are permanently reduced to fifty percent of their base pay

136. Under the DSEA, 1973, if an unaided recognized school wishes to introduce a new vocational subject in class XI, it must seek approval/ affiliation primarily from:
(A) The Union Ministry of Labour and Employment, Government of India
(B) The Delhi School Tribunal established under the DSEA framework
(C) The Directorate of Education and the Affiliating Board
(D) The jurisdictional local municipal corporation governing the zone

137. Which chapter of the Delhi School Education Act, 1973 is titled "School Property"?
(A) Chapter II (Recognition)

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(B) Chapter III
(C) Chapter IV (Service Conditions)
(D) Chapter V (School Fund)

138. Under Rule 43 (Power to give directions), the Director can issue instructions regarding which of the following?
(A) The curriculum and syllabus
(B) The books to be used in classes
(C) The standards of education to be maintained
(D) All of the above

139. Who is the Chairperson of the Parent-Teacher Association (PTA) in a recognized school under standard Directorate of Education guidelines?
(A) The highest contributing parent
(B) The Head of the School (Principal)
(C) The Manager of the School
(D) An elected representative from the parents

140. Which of the following acts by a school employee is considered a major misconduct liable for major penalty under Rule 115 of DSER, 1973?
(A) Taking one day of unapproved casual leave
(B) Embezzlement of school funds
(C) Arriving 10 minutes late to school once
(D) Disagreeing with the manager on academic pedagogy

141. Consider the following statements regarding the Delhi School Tribunal:
I. It is a single-member Tribunal.
II. Its orders can be appealed directly in the District Court.
III. It hears appeals against the dismissal, removal, or reduction in rank of school employees.
IV. It is established under Section 11 of the DSEA, 1973.
Which of the above statements are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, and IV only

142. The Right of Children to Free and Compulsory Education Act, 2009 significantly influenced the implementation of which specific provision regarding admissions in unaided schools in Delhi?
(A) Compulsory provision of free hot cooked midday meals across all private unaided institutions
(B) Enforcing uniform national pay scales and service conditions for all school teachers across India
(C) Mandatory 25% reservation for EWS/DG category students at entry level
(D) Complete structural abolition and dismantling of school management committees in private schools

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143. Which of the following is TRUE regarding the collection of fines from students in recognized schools under the DSER, 1973?
(A) Individual classroom teachers retain full authority to levy arbitrary cash fines on students for incomplete homework assignments
(B) All financial fines collected from students are deposited directly into the Principal's un-audited discretionary welfare fund
(C) Imposition of monetary fines on enrolled students is strictly and unconditionally prohibited under all possible circumstances
(D) Fines are restricted to specific reasons like fee delays or property damage

144. Under Rule 114 of DSER, 1973, an employee of a recognized private school must retire on attaining the age of 60. However, if the date of birth falls on the 1st of a month, when does the employee retire?
(A) The last day of that specific calendar month
(B) The last day of the preceding month
(C) The exact anniversary calendar date of birth
(D) The official concluding date of the academic session

145. Rule 145 (Maintenance of accounts) requires schools to keep records up to date. What is the mandated retention period for financial records like the Cash Book and Vouchers in an aided school before they can be destroyed?
(A) A mandatory minimum retention period of one full financial year prior to destruction
(B) A mandatory minimum retention period of three full financial years prior to destruction
(C) A mandatory minimum retention period of five full financial years prior to destruction
(D) Retained for 10 years or as prescribed by financial rules/DoE guidelines

146. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): The Directorate of Education cannot force an unaided minority school to appoint teachers from a specific religious community.

Reason (R): Article 30(1) grants minorities the autonomy to administer their schools, which includes the right to choose teachers, provided they meet the minimum prescribed qualifications.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

147. A recognized private school wants to change its name. What is the procedure under the DSER, 1973?

(A) The prior approval of the Director of Education is mandatory
(B) The Manager can just announce the new name on the school notice board
(C) A public referendum in the neighborhood is required
(D) It only needs to be updated on the school website

148. An aided school's roof collapses due to severe negligence, injuring students. The DoE issues an immediate show-cause notice for withdrawal of recognition. The management argues they were not given 6 months' time to reply. What does Section 4 of DSEA, 1973 stipulate regarding the time given to show cause?

(A) Mandatorily providing a fixed statutory time frame of exactly six months
(B) Mandatorily providing a fixed statutory time frame of exactly one calendar year
(C) A "reasonable opportunity" of showing cause
(D) Zero opportunity is legally required as withdrawal of recognition is instantaneous during emergencies

149. Who issues the "Essentiality Certificate" (EC) as a precursor to establishing a new recognized school in a particular zone in Delhi?

(A) The Directorate of Education
(B) The Central Board of Secondary Education (CBSE)
(C) The Central Ministry of Education, Government of India
(D) The sitting Member of Legislative Assembly (MLA) of the zone

150. What is the primary purpose of an "Essentiality Certificate" in the context of Delhi School Education?

(A) To conduct comprehensive engineering audits certifying the structural safety of the school building
(B) To verify and certify that all recruited teaching staff members possess essential statutory qualifications
(C) To mandate and verify that the school consistently provides essential medical and emergency healthcare services
(D) Assessing and validating the actual need for a new school in a specific zone

151. Read the following statements regarding the "Scheme of Management" (Rule 59) of a recognized private school:

I. It must specify the duties, powers, and responsibilities of the Head of the school.
II. It must provide for the constitution of a Managing Committee.
III. It must explicitly state that the trust/society has unlimited access to school funds for non-educational purposes.

Which of the above statements is/are incorrect?

(A) I only
(B) II only
(C) III only
(D) I and III only

152. Under Section 24(2) of the DSEA, 1973, the Director can give directions to the manager of any recognized school to rectify any defect or deficiency found during an inspection. If the manager fails to comply, what subsequent action can the Director take?

(A) Initiate legal proceedings to file a formal civil defamation suit against the manager in a jurisdictional civil court
(B) Issue administrative freeze orders to confiscate all personal bank accounts owned independently by the manager
(C) Penal action including withdrawal of recognition or takeover
(D) Direct jurisdictional police authorities to execute an immediate administrative arrest of the defaulting manager

153. According to Rule 13 (Prohibition of corporal punishment) of DSER, 1973, which of the following actions by a teacher is strictly prohibited in a recognized school?

(A) Assigning extra homework for poor performance
(B) Giving a verbal warning for disruptive behavior

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(C) Informing parents about the student's poor grades
(D) Striking a student with a cane or hand

154. If an employee is aggrieved by any order of the managing committee imposing a minor penalty, under Rule 120 of DSER, 1973, they can appeal to the Director within:
(A) 10 days
(B) 15 days
(C) 30 days
(D) 45 days

155. What is the quorum required for the meeting of a Managing Committee of a recognized private school as per standard scheme of management rules?
(A) One-tenth of the total members
(B) One-third of the total members
(C) One-half of the total members
(D) Unanimous presence of all members

156. In an aided school, the payment of salaries to employees is facilitated through which of the following mechanisms?
(A) Disbursing monthly salary payments directly through cash handovers executed by the school manager
(B) A Joint Account involving the Manager and DoE nominee / Head of School
(C) Disbursing payments through the personal individual bank account maintained by the Head of School
(D) Outsourcing payroll management and salary disbursements to a third-party private finance agency

157. Which document serves as the fundamental employment contract outlining the terms and conditions of service between a recognized private school and its employee under the DSER, 1973?
(A) The Letter of Appointment
(B) The Code of Conduct
(C) The Essentiality Certificate
(D) The Scheme of Management

158. Which Chapter of the DSER, 1973 specifically outlines the rules for "Inspection of Schools"?
(A) Chapter XIV
(B) Chapter XV
(C) Chapter XII
(D) Chapter XVI

159. A parent requests a transfer certificate (TC) for their child in the middle of the academic session. The school refuses to issue the TC, citing that the parent has not paid a voluntary "building development fund" donation. Is the school's action justified under the DSER, 1973?
(A) Yes, private schools possess full legal authority to withhold Transfer Certificates for non-payment of any mandatory or voluntary school funds
(B) Yes, provided that the executive body of the Parent-Teacher Association had previously approved the building development fund levy in writing
(C) No, because statutory rules mandate that Transfer Certificates must be issued immediately regardless of whether tuition fees remain unpaid
(D) No; building funds are not mandatory, and TC cannot be withheld if tuition fees are clear

160. According to Section 22 of the DSEA, 1973, what happens to the managing committee of a recognized school when it is taken over by the Administrator under Section 20?
(A) The existing managing committee continues to function concurrently alongside the Administrator without operational disruption
(B) The managing committee is permanently dissolved and replaced by an ex-officio government committee on a permanent basis
(C) Suspension of committee; powers exercised by Administrator or officer
(D) The managing committee functions strictly as an advisory body assisting the Administrator during administrative decisions

161. Which of the following correctly pairs the DSEA, 1973 section with its title?
(A) Section 10 – Taking over management
(B) Section 4 – Recognition of schools
(C) Section 17 – School Property
(D) Section 24 – Salaries of employees

162. Who has the authority to relax any of the provisions of the Delhi School Education Rules, 1973, if it causes undue hardship in any particular case?
(A) The Director of Education acting under administrative discretion
(B) The Head of the School acting with management approval
(C) The Presiding Officer of the Delhi School Tribunal

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(D) The Administrator (Lieutenant Governor)

163. As per Rule 50 of DSER, 1973, a recognized school is required to provide which of the following mandatory facilities?
(A) Adequate drinking water and sanitary facilities
(B) A completely centralized air-conditioned campus facility
(C) An operational swimming pool meeting sports standards
(D) Individual portable laptop computers for every enrolled student

164. What is the prescribed penalty under Section 27 of DSEA, 1973 for a person who willfully obstructs the Director or inspecting officer during the inspection of a recognized school?
(A) Sentence of rigorous imprisonment extending up to one month
(B) Summary imposition of a flat monetary administrative fine of Rs. 10,000
(C) Imprisonment up to three months, or fine, or both
(D) Direct attachment and permanent legal confiscation of the school property

165. According to Rule 14 of DSER, 1973, what is the role of the medical officer in a recognized school?
(A) Conducting student medical exams and health records
(B) Formulating and prescribing the academic curriculum across primary and secondary levels
(C) Evaluating, scrutinizing, and approving the annual financial budget of the educational institution
(D) Processing and issuing student transfer certificates upon formal request from parents

166. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Unaided private schools in Delhi cannot transfer any funds from the Recognized School Fund to the society or trust running the school.
Reason (R): The DSER, 1973 and subsequent judicial rulings mandate that the school's income must be strictly utilized for the development of the school and the welfare of its students, preventing commercialization.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

167. Which of the following is a permissible deduction from the salary of an employee of a recognized school under Rule 125 of DSER, 1973?
(A) Unilateral fine imposed by the manager for asking questions
(B) Income tax and provident fund contributions
(C) Mandatory donation to the school's trust fund
(D) Deduction for utilizing the staff room

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168. If a vacancy arises for the post of Head of School in an aided recognized school, the selection committee must send its recommendation to whom for final approval?
(A) The Delhi School Tribunal
(B) The Central Board of Secondary Education
(C) The Director of Education
(D) The Zonal Education Officer

169. What does the term "Corresponding Status" mean in Section 10 of the DSEA, 1973, regarding pay parity?
(A) Comparing private school teacher remuneration directly with equivalent private corporate sector pay scales
(B) Comparing the salary structure of a private school principal directly with that of a senior IAS officer
(C) Comparing individual teacher salary scales directly with the fee revenue collected by the managing committee
(D) Comparing unaided teacher pay with government teachers in similar posts

170. According to Rule 47 of DSER, 1973, an application for the opening of a new class or section in an existing recognized school must be made to which appropriate authority?
(A) The Director of Education or authorized officer
(B) The Regional Officer of the Central Board of Secondary Education
(C) The Sub-Divisional Magistrate (SDM) having local jurisdiction
(D) The internal executive School Management Committee itself

171. Read the following statements regarding the maintenance of a Contributory Provident Fund

(CPF) for employees of recognized private schools:

I. Every recognized private school must establish a CPF for its employees.

II. The rate of contribution by the employee and the management is governed by the rules framed under the Act.

III. The CPF funds can be freely used by the management to construct new school buildings.

Which of the above statements is/are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I only

172. Under Rule 112 (Code of Conduct) of DSER, 1973, an employee of a recognized school faces allegations of accepting bribes from parents for securing admissions. What is the immediate precautionary measure the management can take against the employee pending inquiry, as per rules?

(A) Issue an administrative order to withhold the employee's provident fund accumulated balance permanently
(B) Suspending employee pending approval of the Director
(C) Issue an immediate administrative transfer order moving the employee to a nearby government school
(D) Cancel the formal enrollment and admission of all students implicated in the bribery allegations without notice

173. What is the maximum number of times an employee can be suspended during a single disciplinary proceeding under the DSER, 1973?

(A) Only once during the proceedings
(B) Twice, provided that each suspension order is separated by a mandatory gap of six months
(C) Three times, subject to obtaining formal written approval from the Zonal Education Officer
(D) As many times as the manager desires, based on discretionary administrative convenience

174. The Managing Committee of an unaided school unilaterally resolves to increase the working hours of teachers by 3 hours beyond the standard norms fixed by the DoE, without additional compensation. Under the DSEA & Rules, 1973, how can the teachers formally challenge this?

(A) They cannot challenge the decision, as unaided private schools enjoy absolute statutory autonomy regarding employee duty hours
(B) They must file a formal appellate petition directly before the Presiding Officer of the Delhi School Tribunal for intervention
(C) Representing to the DoE to ensure alignment with prescribed norms
(D) They possess zero administrative remedies under the Act and can only tender their voluntary resignations from service

175. Which section of the DSEA, 1973 deals specifically with the admission of students and the prohibition of capitation fees?

(A) Section 12
(B) Section 16
(C) Section 19
(D) Section 22

176. Which of the following best describes the "Fee Anomalies Committee" set up under the Directorate of Education?

(A) A specialized advisory committee constituted to evaluate and determine revised salary scales for government school teachers
(B) A specialized statutory tribunal established exclusively to hear and adjudicate teacher disciplinary appeal cases in Delhi
(C) A body scrutinizing school finances to prevent fee profiteering
(D) A joint inter-departmental committee responsible for allocating concessional DDA land parcels to private school societies

177. According to Rule 59 of DSER, 1973, the term of a member of the Managing Committee of a recognized private school, other than an ex-officio member, shall normally be:

(A) 1 year
(B) 3 years
(C) 5 years
(D) Lifetime

178. Rule 181 of DSER, 1973 mandates the maintenance of an "Admission and Withdrawal Register". How long must this specific register be preserved by a recognized school?

(A) For a mandatory period of 5 years
(B) For a mandatory period of 10 years
(C) For a mandatory period of 20 years
(D) Permanently

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179. If a recognized private school is functioning as a linguistic minority school, it is exempt from which of the following obligations regarding admissions?
(A) Reserving 25% entry-level seats under RTE Section 12(1)(c)
(B) Mandatorily providing clean, purified safe drinking water facilities on campus
(C) Systematically maintaining daily student attendance registers and academic records
(D) Conducting regular periodic evaluations and annual final academic examinations

180. What does Rule 142 of the DSER, 1973 stipulate regarding the collection of admission fees?
(A) Admission fee can be mandatorily charged every year upon a student's promotion to a higher class
(B) Charging admission fee only once at initial school entry
(C) The total admission fee collected must be strictly equal to one full year's cumulative tuition fee
(D) Waiver of admission fees can be granted exclusively through a special order of the Director of Education

181. Consider the following statements regarding the Service Book of an employee in a recognized school under Rule 110 of DSER, 1973:
I. A Service Book must be maintained for every employee.
II. All entries in the Service Book must be attested by the Head of School or Manager.
III. The employee has no right to inspect their own Service Book.
IV. It records details of appointment, promotions, leave, and disciplinary actions.
Which of the above statements are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

182. Which of the following is a statutory requirement for the recognition of a private school regarding its building under DSER, 1973?
(A) The school campus building must be permanently owned by the trust, as rented premises are strictly prohibited under law
(B) The physical structure of the school building must mandatorily be constructed to a minimum height of four stories
(C) The top roof of the school building must feature an operational, certified emergency helipad facility
(D) Exclusive educational use during school hours and structural safety

183. Under Section 8(3) of the DSEA, 1973, any employee of a recognized private school who is dismissed, removed, or reduced in rank may appeal to the Tribunal within what duration?
(A) 1 month
(B) 2 months
(C) 3 months
(D) 6 months

184. The "Delhi School Education Advisory Board" is constituted under which section of the Act to advise the Administrator on matters of policy relating to education in Delhi?
(A) Section 3
(B) Section 11
(C) Section 22
(D) Section 28

185. The parent of a class X student complains to the DoE that a recognized unaided school is charging a "Special CBSE Board Fee" over and above the actual examination fee mandated by CBSE. What is the regulatory position on this under DSEA & Rules, 1973?
(A) It is completely legal, as private school management requires supplementary funds to cover administrative operational costs
(B) It is legal provided that the candidate successfully secures an aggregate score exceeding ninety percent in final examinations
(C) It is a private contractual matter strictly negotiated between individual parents and the governing school management
(D) Illegal; no unapproved fees or board exam profit allowed

186. Which chapter of the DSER, 1973 deals specifically with "Code of Conduct for Teachers and other Employees"?
(A) Chapter VIII
(B) Chapter IX
(C) Chapter XI
(D) Chapter XIII

187. What is the role of the "Zonal Education Officer" (ZEO) in the context of the Delhi School Education Act, 1973?
(A) Functioning as the final statutory appellate authority for all teachers dismissed or

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removed by private school management
(B) Exercising delegated supervisory control over zonal schools
(C) Holding direct responsibility for reviewing and appointing managers across all private recognized schools in the territory
(D) Serving ex-officio as the sole presiding judicial magistrate in the Delhi School Tribunal statutory bench

188. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): A recognized unaided school cannot refuse to allow an inspection of its financial records by a DoE-authorized audit team.
Reason (R): Under the DSEA, 1973, the Director has the statutory power to inspect all records of any recognized school to ensure compliance with fee regulations and prevent commercialization.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

189. According to Rule 145 of DSER, 1973, which of the following financial documents is NOT mandatory for an unaided school to prepare annually?
(A) A daily stock market investment portfolio report
(B) Budget estimates for the ensuing year
(C) Statement of actual income and expenditure of the previous year
(D) A balance sheet of the school's assets and liabilities

190. Section 6 of the DSEA, 1973 deals with the closing down of a recognized school. A manager intending to close down a school must give a notice to the Director of not less than:
(A) One month
(B) Three months
(C) Six months
(D) One year

191. Read the following statements regarding the 'General Fund' of the Society/Trust running an unaided school:
I. The Society/Trust must meet any deficit in the school's finances from its General Fund.
II. The school's surplus funds can be freely transferred to the Society's General Fund.
III. The Society's General Fund and the School Fund must be maintained in separate bank accounts.
Which of the above statements is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

192. Which of the following is considered a 'Major Penalty' under Rule 117 of the DSER, 1973?
(A) Censure
(B) Withholding of increment without cumulative effect
(C) Compulsory retirement
(D) Recovery from pay of the whole or part of any pecuniary loss

193. Under Rule 118 of DSER, 1973, a disciplinary authority may suspend an employee where a disciplinary proceeding against him is contemplated. What is the maximum duration for which this initial suspension can be ordered without issuing a charge sheet?
(A) 30 days
(B) 90 days
(C) 180 days
(D) 1 year

194. Which of the following best defines the term "Manager" as per Section 2(m) of the DSEA, 1973?
(A) The serving headmaster or principal appointed to manage day-to-day academic functions of the school
(B) The original legal owner or lessor of the land parcel upon which the physical school structure is built
(C) The certified independent financial auditor officially appointed to audit institutional accounts
(D) The person or body entrusted with managing school affairs

195. Rule 145 of DSER, 1973 states that all collections from students and all payments must be properly documented. Which mechanism ensures this transparency in a recognized private school?
(A) Pre-printed receipts and payments via crossed cheques
(B) Maintaining an internal non-audited Contingent Register maintained casually by the administrative clerk

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(C) Maintaining informal verbal cash transaction records verified periodically by selected PTA representatives
(D) Submitting mandatory daily cash inflow and outflow statement reports directly to the jurisdictional police station

196. The DSEA, 1973 mandates that no employee of a recognized private school shall be dismissed except after:
(A) Obtaining an immediate direct administrative termination order issued personally by the Chairman of the Trust
(B) Conducting a majority confidence vote executed open-house by all permanent members of the teaching staff
(C) An inquiry with notice of charges and opportunity to be heard
(D) Publishing a formal public termination notice across leading regional and national daily newspapers

197. According to the financial rules governing unaided schools under the DSEA, 1973, what is the 'Caution Money' collected from students?
(A) A refundable deposit returned upon leaving after adjusting dues
(B) A non-refundable capital deposit collected during entry and utilized exclusively for ongoing school building maintenance
(C) A mandatory monthly operational fee collected from secondary students for utilizing science and computer lab facilities
(D) An administrative financial penalty automatically levied on students demonstrating a pattern of late arrival to school

198. A newly appointed teacher in a recognized aided school completes her one-year probation successfully, but the management extends her probation by another two years without assigning any reason. Under Rule 105 of the DSER, 1973, what is the maximum permissible period by which probation can be extended?
(A) 6 months
(B) 1 year
(C) 2 years
(D) Probation cannot be extended at all

199. What legal remedy is available to a parent under the DSEA framework if an unaided recognized school arbitrarily hikes tuition fees by 40% mid-session without DoE approval?
(A) Filing a First Information Report (FIR) and criminal case against the Principal at the local jurisdictional police station
(B) Approaching Fee Anomalies Committee and DoE for rollback
(C) Filing an appeal petition directly before the Presiding Officer of the Delhi School Tribunal
(D) Surrendering the student's enrollment and withdrawing admission immediately without seeking administrative or judicial appeal

200. Section 25 of the Delhi School Education Act, 1973 states that no civil court shall have jurisdiction in respect of any matter which the Tribunal or the Director is empowered to determine. This principle is legally known as:
(A) The Constitutional Doctrine of Laches and Delay
(B) The Fundamental Principle of Natural Justice
(C) Bar of Jurisdiction of Civil Courts
(D) The Established Doctrine of Res Judicata

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ANSWERS

1. (B) 1973
The Delhi School Education Act was enacted in 1973 to provide for the better organization and development of school education across the Union Territory of Delhi. After passing through the legislative process, the bill formally received the assent of the President of India in 1973, establishing the statutory framework governing Delhi schools.

2. (D) All recognized schools in Delhi
The administrative structure and statutory provisions under the Delhi School Education Act of 1973 extend across all recognized schools operating within the Union Territory of Delhi. This regulatory scope encompasses government institutions, local body establishments, private aided entities, and private unaided institutions, ensuring systematic oversight of educational standards throughout the territory.

3. (A) A recognized private school receiving aid in the form of a maintenance grant from the Central Government, Administrator, or a local authority
Section 2 of the Delhi School Education Act defines an aided school specifically as a recognized private school that receives financial assistance. This financial support comes in the form of a maintenance grant disbursed by the Central Government, the Administrator, or a local authority to assist in covering operational and salary expenditures.

4. (C) The Lieutenant Governor of Delhi
Under the statutory framework of the Delhi School Education Act of 1973, the term Administrator explicitly designates the Lieutenant Governor of the National Capital Territory of Delhi. As the executive head of the territory, the Lieutenant Governor holds ultimate administrative oversight, regulatory authority, and rulemaking powers regarding Delhi school education.

5. (A) Regulating academic syllabi of higher education institutions
Section 3 of the Delhi School Education Act empowers the Administrator to regulate school education across the Union Territory of Delhi. This legal power includes establishing schools, granting recognition to private institutions, and withdrawing recognition when necessary. Higher education institutions and university academic syllabi fall outside the statutory mandate of this Act.

6. (D) A is false but R is true
The Delhi School Education Act does not apply uniformly to all recognized minority schools without exceptions. Article 30 of the Constitution grants religious and linguistic minorities the fundamental right to establish and administer educational institutions of their choice. Consequently, the statutory framework incorporates specific legal exemptions protecting the administrative autonomy of minority institutions.

7. (B) It must provide safe and hygienic premises along with adequate educational facilities
Section 4 of the Delhi School Education Act mandates that private schools seeking statutory recognition must meet essential infrastructural and educational benchmarks. These statutory requirements ensure that the institution maintains safe and hygienic physical premises, suitable classroom environments, qualified teaching staff, and adequate educational amenities to support effective student learning.

8. (C) Four categories: Government, Local Body, Aided, and Unaided Recognized
Schools in Delhi are broadly categorized into four primary functional divisions based on their administrative management and source of funding. These distinct categories consist of government schools, local body schools managed by municipal corporations, private aided schools receiving state maintenance grants, and private unaided recognized schools operating on independent tuition revenue.

9. (B) Section 5
Section 5 of the Delhi School Education Act deals exclusively with the Scheme of Management for recognized private institutions. It requires every recognized private school to submit a structured scheme outlining the composition, powers, and functions of its managing committee to ensure

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transparent governance and compliance with prescribed administrative standards.

10. (A) Fixing pay scales of unaided minority school staff below official government rates
The Directorate of Education possesses broad statutory powers to inspect premises, approve management schemes, and regulate class enrollment capacities. However, fixing pay scales for unaided minority school employees below official government rates is explicitly prohibited, as statutory norms mandate that staff compensation must not fall below rates paid in corresponding government institutions.

11. (D) I, II, and III
The Delhi School Education Rules mandate that the Managing Committee of every recognized private school must maintain a representative composite structure. This governing body must include two elected teachers from the school, two elected parents of enrolled students, and the head of the school as a mandatory member to foster collaborative administration.

12. (C) 21 members
Rule 59 of the Delhi School Education Rules outlines the structural governance framework for managing committees in recognized private schools. To prevent unwieldy administration while preserving balanced representation among stakeholders, the rules cap the maximum permissible size of a school managing committee at twenty-one members, unless a specific statutory exemption is granted.

13. (A) The Director of Education
The Delhi School Education Rules mandate that every newly recognized private school must submit its proposed scheme of management for official evaluation. The Director of Education serves as the statutory authority empowered to review and approve the composition and operational rules of the managing committee to guarantee alignment with administrative regulations.

14. (C) Utilizing school funds for the personal business of a trust member
Managing committees of recognized schools are authorized to recruit qualified staff, align academic calendars, and execute disciplinary actions against errant employees. However, utilizing institutional funds for the personal commercial interests or private business ventures of a trust member is strictly illegal, violating statutory financial governance principles prohibiting educational funds diversion.

15. (C) Three years
Section 20 of the Delhi School Education Act authorizes the Director of Education to suspend a school managing committee in cases of severe mismanagement or persistent rule violations. The statutory framework specifies that the initial period for taking over administrative control of the school shall not exceed a maximum duration of three years.

16. (C) Directing closure and initiating withdrawal of recognition under Section 4
When a recognized private school fails to rectify dangerous structural defects in its building, it threatens student safety and violates mandatory recognition conditions. Under Section 4 of the Act, the Director of Education is empowered to issue administrative directions for school closure and initiate formal proceedings to withdraw statutory recognition.

17. (B) Giving the managing committee a reasonable opportunity of showing cause
Section 4 of the Delhi School Education Act outlines procedural safeguards that must precede any withdrawal of recognition. The appropriate administrative authority is statutorily bound to adhere to principles of natural justice by providing the managing committee with a written notice detailing charges and a reasonable opportunity to show cause.

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18. (D) Assisting in securing admission for affected students in other recognized schools
Following the formal withdrawal of statutory recognition from a school, the Directorate of Education bears a primary administrative duty toward the affected students. The authority must actively facilitate and assist in securing alternative admissions for these displaced students into neighboring recognized educational institutions to ensure uninterrupted continuation of their schooling.

19. (A) No aided school shall levy fees or charges except as specified by the Director
Section 17 of the Delhi School Education Act establishes strict statutory control over fee structures in aided schools. Because aided schools

rely heavily on state financial support, they are explicitly prohibited from levying any fees, charges, or funds from enrolled students other than those specifically approved and prescribed by the Director.

20. (A) Before the commencement of the academic session
Under the Delhi School Education Rules, the manager of every recognized unaided private school is legally obligated to maintain transparency in financial administration. The manager must file a full statement of fees to be levied during the upcoming academic year with the Director of Education prior to the session's actual commencement.

21. (A) I, II, and III only
The Fee Anomalies Committee investigates parental complaints regarding arbitrary or unjustified fee increases by recognized unaided private institutions. It ensures institutional compliance with judicial mandates against educational commercialization and holds legal powers to inspect audited financial statements. The committee is headed by a designated administrative authority, not a local legislator.

22. (D) Recognized School Fund
Rule 175 of the Delhi School Education Rules explicitly mandates that all income derived from tuition fees, charges, and institutional operations must be credited directly to the Recognized School Fund. Transferring money from this fund to the founding society, running trust, or personal accounts of management members is strictly barred under law.

23. (B) It requires the prior sanction/approval of the Director of Education
Recognized private schools operating on land allotted by government agencies like the Delhi Development Authority under concessional lease conditions face specific regulatory terms. Any proposed tuition fee increase by such institutions requires mandatory prior evaluation and sanction from the Director of Education before implementation, ensuring public interest protection against profiteering.

24. (C) Generating reasonable surplus for growth is permissible without commercializing education
Judicial interpretations of the Delhi School Education Act balance institutional financial viability with public access to education. Courts have established that private unaided institutions may generate a reasonable financial surplus for institutional growth, infrastructure development, and educational expansion, provided that such earnings do not amount to commercialization or fee profiteering.

25. (D) The Director of Education
Section 8 of the Delhi School Education Act mandates structured selection procedures for recruiting leadership positions in aided schools. To ensure impartiality, transparency, and adherence to minimum qualifications, the statutory selection committee formed for appointing the head of an aided school must include a designated nominee of the Director of Education.

26. (A) Both A and R are true and R is the correct explanation of A
Section 8 of the Delhi School Education Act provides statutory job security to employees working in recognized private institutions. The law explicitly dictates that no confirmed employee can be dismissed, removed, or reduced in rank without prior written approval from the Director of Education, making arbitrary termination by the management legally invalid.

27. (D) Rule 98
Rule 98 of the Delhi School Education Rules outlines the mandatory procedure for filling staff vacancies in aided private schools. It details the steps required for public advertisement of open positions, the constitution of statutory selection committees, and the formal submission of selected candidate panels to the Director for final approval.

28. (B) Pay and allowances must not be less than those of employees of corresponding status in government schools
Section 10 of the Delhi School Education Act mandates statutory pay parity for staff in private institutions. While unaided recognized schools maintain autonomy in recruitment, the law strictly mandates that the scales of pay, dearness allowances, and service benefits offered to employees must not be lower than corresponding government school positions.

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29. (B) Section 10
Section 10 of the Delhi School Education Act legally guarantees statutory pay parity for teachers in recognized private schools. When an unaided private institution refuses to pay basic salaries or dearness allowances equal to government standards, affected employees can seek administrative and judicial intervention specifically grounded in Section 10 provisions.

30. (B) Chapter VIII
Chapter VIII of the Delhi School Education Rules governs the statutory terms and conditions of service for employees in recognized private schools. It covers crucial service aspects including recruitment procedures, probation periods, pay scales, leave entitlements, codes of conduct, suspension guidelines, and formal disciplinary proceedings applicable to school staff.

31. (A) I and II only
Employees of an unaided school trust managing multiple branches can be transferred between branches if their original appointment letter explicitly provides for inter-branch transfers. However, such transfers cannot cause any reduction in salary, allowances, or professional status, and routine internal transfers do not require prior approval from the Director.

32. (B) One year
Under the provisions of the Delhi School Education Rules, a teacher directly recruited against a regular permanent vacancy in a recognized private school is initially placed on probation. The standard prescribed duration for this probationary period is one year, which may be extended by management under specified statutory conditions.

33. (B) 15 days
Rule 115 of the Delhi School Education Rules outlines administrative protocols for staff suspension. When the managing committee of a recognized private school places an employee under suspension, it must formally report the suspension order along with supporting reasons to the Director of Education for approval within fifteen days of issuance.

34. (D) The Government pays proportional aid strictly based on the general grant-in-aid ratio
When an employee of a recognized aided school is suspended pending inquiry, they receive a statutory subsistence allowance. The financial liability for disbursing this allowance is shared between the government and school management, with the state contributing proportional grant-in-aid matching the standard government financial aid percentage assigned to that institution.

35. (A) Censure
Rule 117 of the Delhi School Education Rules classifies disciplinary penalties into minor and major categories based on severity. Censure is explicitly listed as a minor penalty involving a formal written reprimand, whereas punishments such as reduction in rank, compulsory retirement, and dismissal from service fall under major disciplinary penalties.

36. (C) Hold a formal inquiry providing the employee an opportunity to be heard
Rule 120 of the Delhi School Education Rules mandates strict procedural fairness before imposing major penalties like dismissal or reduction in rank. The disciplinary authority must issue a formal statement of charges, conduct an impartial departmental inquiry, and afford the accused employee a fair opportunity to present their defense and cross-examine witnesses.

37. (A) The Delhi School Tribunal
The Delhi School Tribunal serves as the specialized statutory appellate authority established under the Delhi School Education Act. Any teacher or employee of a recognized private school who is dismissed, removed, or reduced in rank by school management has the legal right to file an appeal directly before this Tribunal.

38. (D) A person who has been a judicial officer of the rank of a District Judge
Section 11 of the Delhi School Education Act governs the establishment and composition of the Delhi School Tribunal. To ensure high judicial competence in adjudicating service disputes between school staff and management, the law specifies that only a person who has held judicial office as a District Judge is eligible for appointment.

39. (B) Every recognized school must constitute a PTA to promote parent-school partnership
Directives issued by the Directorate of Education mandate that every recognized educational institution in Delhi, including both government and private entities, must formally establish a

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Parent-Teacher Association. This mandatory requirement aims to foster collaborative communication, facilitate constructive feedback, promote student welfare, and enhance overall academic institutional governance.

40. (C) To finalize and approve the annual budget and fee structure of the school
Parent-Teacher Associations are established to promote student welfare, strengthen communication between parents and educators, and assist in co-curricular activities. However, finalizing and approving annual institutional financial budgets and fee structures falls outside the scope of Parent-Teacher Associations, remaining the responsibility of managing committees under regulatory oversight.

41. (D) Screening procedures or interviews for the child and parents
Section 16 of the Delhi School Education Act, read alongside modern statutory education frameworks, strictly prohibits any screening procedures, formal tests, or interviews for children or their parents during entry-level admissions. Admissions must rely on transparent, non-discriminatory criteria such as neighbourhood proximity, sibling considerations, or open lottery systems.

42. (A) Admitting 25% EWS students is mandatory as per land lease terms
Recognized private schools allotted land at concessional rates by government agencies like the DDA are legally bound by specific land lease covenants. These binding conditions mandate the free admission of twenty-five percent Economically Weaker Section students at entry levels, making compliance a mandatory legal obligation regardless of private financial concerns.

43. (B) Recommendation to the land allotment authority for cancellation of the lease deed of the land
When a private school operating on concessional government land violates lease terms regarding mandatory free admissions for Economically Weaker Section students, the Directorate of Education possesses statutory recourse. The Directorate can formally recommend that the land allotment authority initiate lease deed cancellation proceedings against the defaulting institution.

44. (B) Running a political party's membership drive or election campaign office
Rule 49 of the Delhi School Education Rules strictly restricts the utilization of school premises solely to educational, physical, and official school-related activities. Utilizing institutional premises for political activities, political party membership drives, election offices, or non-educational commercial ventures is explicitly barred to preserve a neutral academic atmosphere.

45. (A) The Director of Education or an authorized officer
Section 24 of the Delhi School Education Act vests statutory inspection powers in the Director of Education. The Director, or any qualified officer formally authorized by the department, is legally empowered to conduct periodic or surprise inspections of recognized schools to evaluate academic standards, administrative practices, and financial compliance.

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46. (A) Both A and R are true and R is the correct explanation of A
Section 24 of the Delhi School Education Act authorizes the Director to inspect recognized schools to monitor legal and administrative compliance. Consequently, school managers are under a binding statutory duty to grant inspecting officers full access to all institutional records, registers, accounts, and physical facilities during official inspections.

47. (D) Issue directions to rectify defects within a specified period
When an official inspection reveals administrative or operational deficiencies in an aided school, Section 24 of the Act outlines a structured corrective procedure. Rather than taking immediate punitive action, the Director of Education issues formal directions requiring the school management to rectify specified defects within a designated timeframe.

48. (C) Appeal to the Principal, and if unresolved, to the Zonal Education Officer
The Delhi School Education Rules provide a structured internal grievance redressal process for academic disputes such as internal assessment grading unfairness. A student must first submit a formal representation to the school Principal, and if the matter remains unresolved, they can appeal to the jurisdictional Zonal Education Officer.

49. (B) Imprisonment extending up to six months, or fine, or both
Section 27 of the Delhi School Education Act prescribes criminal penalties for non-compliance with statutory orders. If a school manager willfully refuses to hand over management control following a statutory takeover order under Section 20, they face potential prosecution resulting in imprisonment up to six months, fines, or both.

50. (D) Imprisonment up to three months, or fine, or both
Operating an educational institution without statutory recognition while fraudulently misrepresenting it as a recognized school constitutes an offence under Section 27 of the Act. Persons convicted of running such unapproved institutions face statutory penal consequences, including imprisonment extending up to three months, a monetary fine, or a combination of both.

51. (B) II and III only
The Delhi School Education Act has been amended over time to refine statutory governance. Admission rules under Section 16 were substantially modified following the enactment of the Right to Education Act in 2009, while fee regulation mechanisms have been strengthened and clarified through binding judicial decisions delivered by High Courts.

52. (C) The scheme of management
Chapter IV of the Delhi School Education Rules deals specifically with the Scheme of Management required for recognized private schools. It mandates the structural composition, duties, financial responsibilities, and operational procedures of managing committees to ensure transparent administration and alignment with state educational regulations across all recognized private institutions.

53. (C) Chapter XI
Chapter XI of the Delhi School Education Rules governs student admissions, inter-school migrations, and school leave procedures. It outlines mandatory age requirements, documentation standards like birth and transfer certificates, roll-striking rules for extended absences, and guidelines protecting students against arbitrary expulsion from recognized schools across the territory.

54. (D) Specified by the Administrator in consultation with the Board
Rule 97 of the Delhi School Education Rules mandates that academic qualifications for teachers in recognized schools must conform to uniform statutory standards. These minimum academic and professional qualification requirements are formally specified by the Administrator in consultation with the relevant examining Board to ensure quality teaching standards across schools.

55. (B) Reject appointment for failing minimum professional norms
Minimum professional qualifications, including requisite professional degrees like a B.Ed., are statutory preconditions for teaching appointments in recognized schools under the Delhi School Education Rules. If a school appoints a candidate lacking these mandatory qualifications, the Director of Education must reject the appointment due to non-compliance with statutory norms.

56. (C) 60 years
Under the service conditions detailed in the Delhi School Education Rules, the standard age of superannuation for teachers in recognized aided private schools is sixty years. Upon reaching this age limit, employees retire from active service, subject to specific statutory provisions governing award-based service extensions or re-employment schemes.

57. (B) 2 years
The Delhi School Education Rules permit special service extensions for outstanding award-winning educators. A teacher working in a recognized school who has received a National or State award for teaching excellence may be granted a maximum service extension of up to two years beyond the standard retirement age, subject to medical fitness.

58. (A) Religious affiliation register of parents
Rule 181 of the Delhi School Education Rules mandates that every recognized school maintain essential administrative records, including admission registers, attendance logs, cash books, stock registers, and employee service books. Maintaining registers recording the religious affiliations of parents is neither required nor permitted under secular statutory record-keeping frameworks.

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59. (C) At least once in three months
The regulatory framework governing recognized private schools requires regular executive oversight by managing committees. To maintain effective governance and monitor institutional administration, the managing committee of a recognized school is statutorily mandated to convene formal meetings at least once every three months during the academic calendar year.

60. (B) Non-approved donations or payments charged for admission
Under the Delhi School Education Act, capitation fee refers to any unapproved financial donation, voluntary contribution, or extra payment demanded by an educational institution as a precondition for admitting a student. Charging capitation fees is strictly illegal under statutory rules designed to curb educational commercialization and ensure equitable admissions.

61. (B) II and IV only
Charging building funds as a precondition for admission and raising tuition fees mid-session without regulatory approval are strictly prohibited acts under Delhi educational rules. Capitation fee collection is illegal, and receipts must be issued immediately. Therefore, statements asserting the permissibility of building funds for admission and mid-session fee hikes are incorrect.

62. (C) Refund all fees except non-refundable registration fee
Directorate of Education guidelines mandate fair fee refund protocols when a student cancels admission prior to session commencement. When admission is formally withdrawn before classes begin, the school management is obligated to refund all collected fees and charges, retaining only the prescribed non-refundable registration fee collected during initial application processing.

63. (D) The Directorate of Education
The Directorate of Education serves as the statutory authority responsible for regulating school operations across Delhi. It exercises sole administrative jurisdiction over setting the official academic calendar, prescribing annual minimum working days, determining vacation schedules, and establishing standardized daily operating hours for all recognized schools in the territory.

64. (B) 210 days
The Delhi School Education Rules specify minimum instructional days to maintain academic standards. Recognized secondary and senior secondary schools operating within the territory are required to ensure a minimum of 210 working days for students during every academic year, excluding public holidays, vacation periods, and examination processing days.

65. (B) The Director of Education
Under the Delhi School Education Rules, the specialized School Tribunal adjudicates major penalties such as dismissal or reduction in rank. When an employee of an aided school seeks redress against a minor penalty imposed by management, such as a formal censure, the appeal lies directly to the Director of Education.

66. (A) Both A and R are true and R is the correct explanation of A
Section 25 of the Delhi School Education Act explicitly bars ordinary civil courts from entertaining suits regarding matters entrusted to the Delhi School Tribunal or Director. This statutory exclusion ensures that employment disputes and administrative determinations are resolved exclusively by specialized tribunals without parallel, conflicting litigation in civil court jurisdictions.

67. (A) An unapproved school functioning without formal statutory recognition
In the legal context of Delhi school education, an unrecognized school is an educational institution operating without obtaining statutory approval and recognition under Section 4 of the Delhi School Education Act. Running an unrecognized school is illegal, exposing operators to penal consequences, closure orders, and invalid academic certifications.

68. (C) Issue a show-cause notice under Rule 112 for unauthorized tuition
Rule 112 of the Delhi School Education Rules contains a code of conduct barring teachers from engaging in private commercial tuition. Upon receiving a credible complaint, the Head of School must initiate formal administrative proceedings by issuing a show-cause notice under Rule 112, requiring the teacher to explain the alleged misconduct.

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69. (A) Organizing remedial classes within the school premises for academically weaker students
The code of conduct outlined in Rule 112 prohibits activities such as participating in strikes, joining prejudicial associations, or taking external paid employment. Conducting remedial classes on school premises to support academically weaker students is a legitimate educational responsibility that supports student achievement without violating professional code of conduct standards.

70. (C) Chapter IV (Terms and conditions of service)
Section 12 of the Delhi School Education Act grants specific statutory exemptions to unaided minority schools to safeguard their constitutional rights under Article 30. Consequently, Chapter IV, which governs employee terms and conditions of service and requires prior approval for disciplinary actions, does not apply to unaided minority institutions.

71. (A) I and II only
Unaided minority schools are exempt from Chapter IV provisions, allowing them to frame their own service rules and take internal disciplinary action without seeking prior approval from the Director. However, they remain legally bound to enforce the minimum academic and professional teacher qualifications specified by the Administrator for educational quality assurance.

72. (C) Section 26
Section 26 of the Delhi School Education Act provides statutory legal indemnity to public authorities. It explicitly protects the Administrator, the Director of Education, and subordinate departmental officers from legal prosecution, civil suits, or other legal proceedings for actions taken in good faith while executing provisions under the Act or Rules.

73. (D) Administrator (LG) – Making rules to carry out the provisions of the Act
Under Section 28 of the Delhi School Education Act, the Administrator (Lieutenant Governor) is the designated statutory authority empowered to frame rules for executing the provisions of the Act. Other administrative duties, such as tribunal appeals, fee monitoring, and daily school management, are allocated to distinct authorities defined within the legal framework.

74. (A) Rule 43 – Admissions and withdrawals
Under the Delhi School Education Rules, Rule 43 authorizes the Director to issue administrative directions regarding education standards, whereas student admissions, migrations, and withdrawals are governed by provisions in Chapter XI. Statutory provisions like Section 8 for service conditions, Section 10 for salaries, and Section 24 for inspections are correctly paired.

75. (B) No fundamental difference exists as the Act uses them interchangeably
In the legislative framework of the Delhi School Education Act, the terms Grant-in-aid and Maintenance Grant are used interchangeably to describe state financial assistance disbursed to recognized private schools. These state grants primarily cover recurring operational expenditures, including employee salaries, dearness allowances, and essential institutional maintenance costs.

76. (B) Failure to manage the school properly and maintain discipline
Rule 64 of the Delhi School Education Rules outlines conditions under which state financial assistance is provided. If an aided school fails to maintain proper administrative management, breaks safety standards, or fails to uphold student discipline, the Director of Education possesses statutory power to stop, reduce, or suspend its grant-in-aid.

77. (A) The Director of Education
When a recognized aided school intends to discontinue an established academic stream, such as Science or Commerce, due to declining student enrollment, it cannot act unilaterally. The managing committee must apply for and obtain formal prior administrative approval from the Director of Education before closing the stream or reallocating resources.

78. (C) Cash Book and Fee Collection Register
Rule 144 of the Delhi School Education Rules governs financial accounting standards in recognized schools. It requires every school to maintain an official Cash Book and Fee Collection Register to accurately record all incoming student tuition fees, charges, and financial receipts, ensuring financial transparency and supporting mandatory annual audits.

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79. (B) 1st April
For all administrative, accounting, and grant-in-aid purposes under the Delhi School Education Rules, the official financial year for recognized schools commences on the 1st of April each calendar year. It concludes on the 31st of March of the succeeding year, aligning school accounting cycles with government fiscal standards.

80. (C) Auditors designated by the DoE or Local Fund Accounts Examiner
Every recognized aided school receiving state financial assistance must undergo mandatory annual financial auditing. These official audits are conducted by qualified accounting auditors specifically designated by the Directorate of Education or officers from the Local Fund Accounts Examiner to verify grant utilization, prevent financial irregularities, and ensure statutory accounting compliance.

81. (B) Yes, filing under Section 17(3) suffices unless court orders dictate otherwise
Under Section 17(3) of the Act, unaided private schools operating on privately purchased land file their fee statements prior to the academic session. Unless restricted by specific court orders or land allotment conditions, such institutions are not required to seek prior approval for annual fee revisions, provided required disclosures are filed.

82. (D) Grant-in-aid, fee income, and other collections excluding personal funds
Rule 149 of the Delhi School Education Rules defines the composition of the official School Fund in recognized aided institutions. This fund comprises all grant-in-aid disbursements received from the government, income collected through approved student fees, fines, and institutional donations, while strictly excluding personal funds or unrelated management contributions.

83. (A) Any nationalized, scheduled, or cooperative bank approved by the Director
Section 18 of the Delhi School Education Act governs the custody and handling of institutional funds. It mandates that the official School Fund of every recognized institution must be deposited and maintained in a scheduled, nationalized, or approved cooperative bank designated by the Director, preventing personal account holdings or unauthorized cash holdings.

84. (C) Income accruing to the school by way of fees, charges, or endowments
The Recognized Unaided School Fund consists of revenue generated directly through institutional operations. This includes tuition fees, approved levies, facility charges, interest on deposits, and endowments received by the school. These funds must be handled transparently through official institutional bank accounts strictly dedicated to school operations and student welfare.

85. (A) Educational expansion of the school and promoting education
Rule 177 of the Delhi School Education Rules specifies that any financial surplus derived from the Recognized Unaided School Fund must be reinvested solely into educational activities. Permissible expenditures include upgrading school infrastructure, expanding facilities, enhancing educational quality, and promoting student welfare, while prohibiting any diversion to managing societies or trusts.

86. (D) A is false but R is true
While the Head of School functions as the Drawing and Disbursing Officer under Rule 180, they do not possess absolute financial authority to incur expenditure without limits. Financial powers are subject to strict limits, budgetary allocations, managing committee oversight, and regulatory accounting frameworks designed to prevent unauthorized financial disbursements from the School Fund.

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87. (B) 30 days
Under the Delhi School Education Rules, an employee of a recognized school aggrieved by a suspension order issued by the managing committee has a statutory right of appeal. The affected employee must file their formal appeal with the Director of Education within thirty days from receiving written communication of the suspension order.

88. (C) It must be issued free of cost upon application if dues are cleared
Rule 134 of the Delhi School Education Rules governs the issuance of School Leaving Certificates. Upon formal application by a parent or guardian, the school head is required to issue the leaving certificate free of charge, provided all outstanding institutional fees and financial dues have been fully settled by the student.

89. (D) A birth certificate issued by a municipal authority or statutory body
For primary stage admissions in recognized Delhi schools, admission regulations mandate reliable age documentation. The fundamental legal document required as proof of date of birth is an official birth certificate issued by a competent municipal corporation, local statutory body, or municipal registrar of births, ensuring standard verification across all admissions.

90. (A) Grant provisional admission allowing time to produce the certificate
Under Rule 141 of the Delhi School Education Rules, if a student seeks admission without immediately presenting a transfer certificate from their previous school, the head of school should grant provisional admission. This administrative procedure allows parents reasonable time to obtain and submit the required transfer documentation without disrupting student learning.

91. (D) I, II, and III
The disciplinary committee constituted in an aided school to conduct formal inquiries against employees maintains a defined tripartite structure. It includes the Manager of the school, an official nominee representing the Director of Education, and the Head of the School, unless the inquiry involves allegations against the Head of School directly.

92. (B) Failing to maintain required student strength or academic standards
Rule 44 of the Delhi School Education Rules outlines conditions under which an existing recognized school may be downgraded in status. Valid grounds for administrative downgrading include persistent failure to maintain requisite student enrollment strength, deteriorating physical infrastructure, or failing to meet prescribed academic standards established by educational authorities.

93. (A) The Director of Education
Section 7 of the Delhi School Education Act protects school property from encumbrance or liquidation. It explicitly stipulates that no manager or managing committee can sell, transfer, mortgage, or lease out any school property or land without obtaining prior formal written permission from the Director of Education.

94. (C) Void and illegal due to lack of prior approval from the Director
Under Section 7 of the Delhi School Education Act, any sale, transfer, or lease of school land or real estate executed without prior written permission from the Director of Education is legally void and unenforceable. Selling playground property without departmental approval renders the transaction illegal regardless of how proceeds are intended to be used.

95. (D) Transport/Bus fee
Rule 148 of the Delhi School Education Rules defines earmarked levies as charges collected for specific operational services or student amenities. Transport fees charged for school bus facilities represent an earmarked levy, requiring school management to maintain separate accounting and utilize funds exclusively for operating and maintaining transport operations.

96. (C) Utilizing it solely for the specific purpose for which it is collected
The fundamental financial rule governing earmarked levies, such as sports, library, or transport fees, requires strict fund accounting. Recognized private schools are legally mandated to spend earmarked collections exclusively on the specific services for which they were charged, barring any transfer into general tuition accounts or management funds.

97. (B) It must conform to the policy laid down by the Administrator/Board
Rule 50 of the Delhi School Education Rules sets standard conditions for granting recognition to private schools, including directives regarding language policy. The medium of instruction used in recognized schools must strictly conform to official education policies laid down by the Administrator or the affiliated examining Board across primary and secondary levels.

98. (C) 6 months before
Under Rule 49 of the Delhi School Education Rules, organizations intending to open a new private school must adhere to strict administrative timelines. The formal application for recognition, along with all supporting documentation and safety clearances, must be submitted to the appropriate authority at least six months prior to session commencement.

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99. (A) Duggal Committee
The Fee Anomalies Committee was established pursuant to regulatory recommendations framed by the Duggal Committee. The Duggal Committee examined fee structures, accounting practices, and financial operations in unaided private schools in Delhi, establishing guidelines to eliminate capitation charges, prevent commercialization, and resolve parental grievances concerning arbitrary fee increases.

100. (C) Capitation fee
Under the Delhi School Education Act and binding administrative directives designed to prevent educational commercialization, charging capitation fees or demanding unapproved admission donations is strictly illegal. While schools may collect approved fee items such as tuition fees, development fees, and activity charges, capitation fees are prohibited across all institutions.

101. (A) I, II, and III only
Development fee charged by recognized unaided private schools is classified as a capital receipt, capped at fifteen percent of total annual tuition fees, and maintained in a dedicated bank account for capital assets. Utilizing development fee collections to pay recurring operational liabilities like staff salary arrears is strictly barred under rules.

102. (D) The Administrator (LG) via the Rules
Section 9 of the Delhi School Education Act provides that every employee of a recognized school shall be bound by a mandatory code of conduct. This statutory code of conduct is formally framed and specified by the Administrator (Lieutenant Governor) through rules promulgated under the Act to enforce professional ethics and discipline.

103. (B) 30 days
Rule 123 of the Delhi School Education Rules prescribes procedural timelines for filing appeals before the Delhi School Tribunal. An employee seeking to challenge a major penalty order, such as dismissal or removal, must lodge their formal appeal with the Tribunal within thirty days from the date the order was communicated.

104. (C) The Administrator may delegate powers to subordinate officers
Section 21 of the Delhi School Education Act explicitly governs the legal delegation of administrative authority. It provides that the Administrator may, by formal notification, delegate any statutory powers or functions under the Act to subordinate officers, such as the Director of Education, to facilitate effective educational administration across the territory.

105. (B) 6 days
Rule 34 of the Delhi School Education Rules establishes attendance protocols for maintaining student rolls. If a student remains continuously absent from school for six working days without obtaining formal leave permission from school authorities, the head of school is authorized to strike the student's name off the institutional attendance rolls.

106. (A) Both A and R are true and R is the correct explanation of A
Under Rule 138 of the Delhi School Education Rules, a student expelled from a recognized school for serious misconduct cannot gain admission into another recognized school without obtaining prior approval from the Director of Education. Consequently, principals hold the right to refuse admission to expelled students until official approval is granted.

107. (D) Section 28
Section 28 of the Delhi School Education Act vests primary rule-making power in the Administrator. This section authorizes the Lieutenant Governor to frame comprehensive rules detailing recognition conditions, service terms, administrative schemes, fee regulations, inspection procedures, and other operational guidelines necessary to implement the statutory mandates of the Act.

108. (B) No closure is allowed without prior approval of the Director
Section 6 of the Delhi School Education Act prohibits the abrupt closure of recognized schools. Managing committees cannot unilaterally close down an institution without giving advance statutory notice and securing formal prior approval from the Director of Education, ensuring that student academic careers and employee livelihoods are protected against sudden disruption.

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109. (A) Resigning or taking extraordinary leave to avoid dual offices of profit
When a permanent employee in an aided private school is elected as a Member of the Legislative Assembly, service conduct rules prevent holding dual offices of profit. The employee must adjust their employment status by resigning or obtaining sanction for extraordinary leave without pay for the duration of their elected political term.

110. (C) The Manager of the School
Rule 111 of the Delhi School Education Rules stipulates that leave cannot be claimed as a matter of right and requires proper administrative approval. For the Head of School (Principal) in a recognized private institution, the designated sanctioning authority for granting casual leave or short leave is the Manager of the school.

111. (D) I, II, and III
Maternity leave provisions under the Delhi School Education Rules grant female employees full pay during authorized leave periods. The duration and terms align with leave entitlement rules applicable to female employees of the Delhi Government, and such leave can be combined with other permissible leave types subject to statutory leave regulations.

112. (C) At the time of first appointment
Rule 113 of the Delhi School Education Rules mandates health verification for school personnel. Every person selected for appointment to a post in a recognized private school must submit a valid medical certificate of fitness issued by an authorized medical practitioner at the time of their initial entry into institutional service.

113. (B) Communication of adverse remarks and right to make representation
When an adverse remark is recorded in the Annual Confidential Report of an employee in an aided school, principles of procedural fairness apply. The rules mandate that adverse entries must be formally communicated to the affected employee, granting them a statutory right to submit a written representation seeking modification or expungement.

114. (C) One year
Rule 105 of the Delhi School Education Rules governs probationary periods for promoted staff in aided private schools. An employee promoted to a higher post within the institution is placed on probation for a standard period of one year, during which performance and suitability for confirmation in the higher role are assessed.

115. (A) Automatic cessation of suspension upon expiry of 15 days
Section 8(4) of the Delhi School Education Act establishes strict timelines for staff suspension approvals. When a managing committee suspends an employee, it must seek departmental approval. If the Director does not communicate approval or disapproval within fifteen days, the suspension order automatically lapses, restoring the employee to active service.

116. (C) Stock Register
Rule 181 of the Delhi School Education Rules requires recognized schools to systematically maintain property records. The Stock Register serves as the official administrative ledger for tracking all capital assets, furniture, laboratory equipment, sports items, and physical property owned by the school, facilitating periodic physical verification and annual financial audits.

117. (A) The Head of the School (Principal)
Under the standard Scheme of Management framed pursuant to the Delhi School Education Rules, the Head of School (Principal) functions as the Member-Secretary of the Managing Committee. In this official capacity, the Principal coordinates executive meetings, records official minutes, and manages day-to-day academic administration in alignment with committee decisions.

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118. (D) A school established and administered by a minority under Article 30(1)
In the statutory framework of the Delhi School Education Act, a minority school explicitly refers to an educational institution established and administered by a religious or linguistic minority group pursuant to constitutional rights under Article 30(1). Such institutions enjoy specific statutory exemptions designed to preserve their institutional autonomy and culture.

119. (B) Five years
Section 20 of the Delhi School Education Act authorizes the Administrator to take over the management of a severely mismanaged school. While an initial takeover order cannot exceed three years, statutory provisions allow extensions under special circumstances, subject to an

absolute cumulative ceiling of five years for state management control.

120. (C) Section 20
Section 20 of the Delhi School Education Act provides legal remedies when administrative governance breaks down. If internal disputes within a school trust lead to unpaid teacher salaries and operational collapse, the Administrator is empowered under Section 20 to intervene and issue an order taking over administrative management of the institution.

121. (D) Withdrawal of recognition under Section 4 for violating Section 10
Section 10 of the Delhi School Education Act legally obligates unaided private schools to grant pay parity to their employees matching government rates. Persistent failure to comply with salary directives constitutes a serious statutory breach, empowering the Directorate of Education to initiate proceedings under Section 4 to withdraw school recognition.

122. (C) Rule 112 (Code of Conduct)
Rule 112 of the Delhi School Education Rules contains the Code of Conduct governing school staff. It explicitly prohibits teachers and school personnel from forcing or compelling students or parents to purchase textbooks, exercise notebooks, stationery, or uniforms from specific commercial vendors or preferred retail shops, curbing commercial exploitation.

123. (B) Creating a corpus fund for the parent society/trust
The mandatory Scheme of Management under the Delhi School Education Rules enforces non-profit governance standards. It requires that all school income be dedicated strictly to operational expenses, employee salaries, and campus infrastructure development, explicitly barring the transfer or utilization of school funds to build corporate or parent trust reserves.

124. (B) Provision of adequate accommodation, lab facilities, and qualified staff
Rule 46 of the Delhi School Education Rules specifies conditions for upgrading a secondary school to senior secondary status. The school must satisfy the Director of Education that it possesses adequate physical accommodation, fully equipped science and computer laboratories, appropriate library resources, and qualified teaching personnel necessary to deliver higher secondary education.

125. (A) The Director of Education in consultation with the SCERT
The academic curriculum and courses of study for classes I through VIII in recognized schools across Delhi are formally determined by the Director of Education. The Director exercises this statutory authority in consultation with the State Council of Educational Research and Training, establishing age-appropriate educational standards and learning frameworks.

126. (D) A is false but R is true
Unaided recognized schools do not possess legal authority to conduct screening interviews or tests for young children and parents during nursery admissions. Binding judicial rulings and official directives strictly ban screening procedures, mandating fair, transparent, and non-discriminatory admission criteria to safeguard children against early academic discrimination and stress.

127. (D) The Cash Book
The Cash Book is the primary accounting register required in every recognized school to document daily financial activity. It records all immediate monetary receipts, including student tuition collections, fee receipts, and miscellaneous income, as well as daily cash expenditures, salary disbursements, and operational payments, ensuring accurate, transparent financial management.

128. (C) Obtaining employee signatures as proof of receipt of salary and allowances
An Acquittance Roll serves as an essential financial ledger under the Delhi School Education Rules. It is maintained by school management to record detailed monthly salary and allowance disbursements made to employees, obtaining their formal signatures or acknowledgments as legal proof of salary payment and receipt during financial audits.

129. (B) Two educationists nominated by the Director
Rule 191 of the Delhi School Education Rules details the required composition of selection committees for appointing key personnel in unaided recognized schools. When selecting a Principal, the statutory committee must include two qualified educationists nominated

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by the Director of Education to ensure objective evaluation and maintain high standards.

130. (A) 7th of the following month
Recognized private schools operating under the Delhi School Education Rules are legally required to disburse staff salaries promptly. Management must ensure that all teaching and non-teaching staff receive their monthly salaries and allowances no later than the 7th day of the month immediately following the service period worked.

131. (B) I and III only
Under the Scheme of Management defined in Rule 59, the Head of School handles day-to-day administrative functions and manages financial transactions within delegated budget limits. However, the Head of School lacks power to unilaterally amend the scheme of management, which requires formal managing committee resolutions and approval from the Director.

132. (B) Approx. 6 to 8 weeks
The Directorate of Education establishes the official annual academic calendar for all recognized schools operating within Delhi. Under these standard administrative rules, the duration of the annual summer vacation is typically fixed between six to eight weeks, balancing required annual student instructional days with seasonal break requirements.

133. (A) Void; teacher is deemed in service with full rights and pay
When an employee suspension is not submitted to or approved by the Director within fifteen days, the suspension order lapses automatically under Section 8(4). Forcing a teacher to stay away after the fifteenth day is illegal; the suspension becomes void, and the teacher is deemed legally in service with full rights.

134. (C) It is a constitutional right under Article 30 recognized via statutory exceptions
The right of religious and linguistic minorities to establish and manage educational institutions of their choice is a fundamental constitutional guarantee under Article 30(1). The Delhi School Education Act explicitly incorporates statutory exemptions across various administrative provisions to ensure full compliance with this overriding constitutional protection for minority institutions.

135. (B) Continuing to hold office on existing terms and conditions
Section 20 of the Delhi School Education Act governs employee rights when the government takes over school management. When administrative control is taken over by the Administrator, existing employees continue to hold their posts on their existing service terms, salaries, and conditions, protecting staff against arbitrary termination or pay cuts.

136. (C) The Directorate of Education and the Affiliating Board
When a recognized unaided school seeks to expand its academic curriculum by introducing new vocational courses in secondary classes, it must secure formal approvals. The school must obtain permission from the Directorate of Education and formal academic affiliation for the subject from the relevant examining body, such as CBSE.

137. (B) Chapter III
Chapter III of the Delhi School Education Act, 1973 is titled School Property. This chapter contains statutory provisions regulating institutional real estate, preventing unauthorized transfers or mortgages of school property, and establishing administrative rules regarding property management, capital asset preservation, and municipal restrictions governing recognized educational institutions.

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138. (D) All of the above
Rule 43 of the Delhi School Education Rules grants broad supervisory authority to the Director of Education. Under this rule, the Director is authorized to issue binding administrative instructions and guidelines covering educational curriculum, prescribed textbooks, classroom learning standards, and overall academic management across all recognized schools in Delhi.

139. (B) The Head of the School (Principal)
Guidelines issued by the Directorate of Education govern the organizational structure of Parent-Teacher Associations in recognized schools. To ensure coordinated leadership and align association activities with institutional goals, the Head of School (Principal) serves ex-officio as the designated Chairperson of the Parent-Teacher Association in every recognized school.

140. (B) Embezzlement of school funds
Under Rule 115 of the Delhi School Education Rules, major misconduct involves severe breaches of duty or financial integrity warranting major penalties. Embezzlement or misappropriation of institutional funds represents grave misconduct that justifies initiating formal major penalty proceedings, leading potentially to dismissal, removal, or compulsory retirement from service.

141. (B) I, III, and IV only
The Delhi School Tribunal is a single-member statutory body established under Section 11 of the Act to hear employee appeals against major penalties like dismissal, removal, or rank reduction. Its judicial orders cannot be appealed in ordinary District Courts; legal challenges must be raised via writ petitions before the High Court.

142. (C) Mandatory 25% reservation for EWS/DG category students at entry level
The enactment of the Right to Education Act in 2009 significantly impacted entry-level admissions across recognized private unaided schools in Delhi. It mandated that non-minority private schools reserve at least twenty-five percent of entry-level seats for children belonging to Economically Weaker Sections and Disadvantaged Groups, offering free education.

143. (D) Fines are restricted to specific reasons like fee delays or property damage
The Delhi School Education Rules strictly regulate monetary fines to prevent arbitrary penalization of students. Teachers cannot impose individual cash fines; monetary penalties are strictly limited to authorized administrative reasons, such as persistent late payment of fees or physical damage caused to school property, following documented institutional protocols.

144. (B) The last day of the preceding month
Rule 114 of the Delhi School Education Rules governs retirement timing for school staff. While employees generally superannuate on the last day of the month in which they reach sixty years of age, an employee born on the first day of a month officially retires on the last day of the preceding month.

145. (D) Retained for 10 years or as prescribed by financial rules/DoE guidelines
Rule 145 of the Delhi School Education Rules enforces strict record retention policies for financial audit trail verification. Essential accounting records, including cash books, receipt ledgers, and payment vouchers, must be safely preserved by school management for ten years, or as prescribed by financial regulations and departmental guidelines.

146. (A) Both A and R are true and R is the correct explanation of A
Article 30(1) of the Constitution protects the institutional autonomy of minority educational institutions, including freedom in staff recruitment. While the state can enforce minimum qualification standards for teachers to ensure educational quality, the Directorate of Education cannot compel a minority school to recruit candidates from specific religious backgrounds.

147. (A) The prior approval of the Director of Education is mandatory
Under the Delhi School Education Rules, altering the official name of a recognized private school requires formal administrative procedures. A school management cannot change its institutional name unilaterally or via internal resolution; it must submit a formal application and secure prior written approval from the Director of Education before adoption.

148. (C) A "reasonable opportunity" of showing cause
Section 4 of the Delhi School Education Act details procedural standards preceding recognition withdrawal. The law mandates that the managing committee must be given a reasonable opportunity of showing cause against proposed action, ensuring natural justice without imposing rigid multi-month statutory delay periods during emergencies involving student safety.

149. (A) The Directorate of Education
Before establishing a new recognized school in Delhi, an organization must apply for an Essentiality Certificate from the Directorate of Education. The Directorate evaluates regional educational demand and existing infrastructure in the designated zone before issuing this statutory certificate, which serves as a mandatory precursor for school establishment.

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150. (D) Assessing and validating the actual need for a new school in a specific zone
The primary purpose of an Essentiality Certificate under the Delhi School Education Rules is to assess local educational needs. Issuing this certificate verifies that opening a new school in a specific zone serves the public interest, preventing unhealthy commercial competition and unchecked proliferation of unviable institutions in saturated areas.

151. (C) III only
Rule 59 mandates that the Scheme of Management define managing committee structures and detail the administrative powers of the Head of School. However, asserting that a society or trust has unlimited access to school funds for non-educational purposes is completely incorrect, as educational funds cannot be diverted to non-educational uses.

152. (C) Penal action including withdrawal of recognition or takeover
Section 24(2) of the Delhi School Education Act empowers the Director to direct managers to rectify inspection deficiencies. If a manager fails or refuses to comply within the specified time, the Director can invoke penal actions, including initiating formal proceedings to withdraw statutory recognition or taking over management control.

153. (D) Striking a student with a cane or hand
Rule 13 of the Delhi School Education Rules explicitly prohibits corporal punishment in all recognized educational institutions. Striking a student with a cane, hand, or implement, or subjecting children to physical abuse or mental harassment, is illegal and exposes offending teachers to strict disciplinary action and criminal prosecution.

154. (C) 30 days
Rule 120 of the Delhi School Education Rules provides an appeal mechanism for employees penalized by school management. If an employee is aggrieved by an order imposing a minor penalty, they have the statutory right to file a formal administrative appeal with the Director of Education within thirty days of order receipt.

155. (B) One-third of the total members
The Scheme of Management framed under the Delhi School Education Rules establishes operational rules for managing committee meetings. To ensure valid decision-making and proper representation during executive proceedings, the mandatory quorum required to convene an official meeting of the Managing Committee is fixed at one-third of total members.

156. (B) A Joint Account involving the Manager and DoE nominee / Head of School
In recognized aided schools, salary disbursements and state grant-in-aid funds are strictly regulated through designated banking mechanisms. Employee salaries are paid through a joint bank account operated jointly by the school Manager and the official Departmental nominee or Head of School, ensuring transparent financial control and preventing single-person misappropriation.

157. (A) The Letter of Appointment
The formal Letter of Appointment, along with the standard written service agreement prescribed under the Delhi School Education Rules, serves as the fundamental contract of employment. It explicitly details the job designation, salary scale, probation terms, duties, and service conditions governing employment between the recognized private school and employee.

158. (B) Chapter XV
Chapter XV of the Delhi School Education Rules is dedicated to the Inspection of Schools. It outlines comprehensive procedures for health, safety, administrative, financial, and academic inspections, specifying the duties of inspecting officers and requiring managers to provide access to institutional records and facilities during official evaluations.

159. (D) No; building funds are not mandatory, and TC cannot be withheld if tuition fees are clear
Under the Delhi School Education Rules, school management cannot withhold a Transfer Certificate over non-payment of voluntary development charges or unapproved building funds. If regular tuition fees and mandatory charges are fully cleared, the school must issue the Transfer Certificate, as withholding student certificates over unapproved funds is illegal.

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160. (C) Suspension of committee; powers exercised by Administrator or officer
Section 22 of the Delhi School Education Act specifies legal consequences following a management takeover order under Section

20. Upon takeover, the existing managing committee's powers are suspended, and its administrative functions, property management, and financial authorities are exercised directly by the Administrator or a designated authorized officer.

161. (B) Section 4 – Recognition of schools
Section 4 of the Delhi School Education Act specifically governs the Recognition of Schools, detailing conditions, application processes, and grounds for recognition withdrawal. Titles for other sections differ: Section 10 governs salaries, Section 17 handles fee collection, Section 20 covers management takeovers, and Section 24 regulates school inspections.

162. (D) The Administrator (Lieutenant Governor)
The Delhi School Education Rules grant extraordinary relaxation powers to prevent administrative injustice. Under these rules, only the Administrator (Lieutenant Governor) possesses the statutory authority to relax or dispense with any specific provision of the Rules if its strict application causes undue hardship in a particular case.

163. (A) Adequate drinking water and sanitary facilities
Rule 50 of the Delhi School Education Rules lists mandatory basic facilities required for granting institutional recognition. Private schools must provide safe, clean drinking water, adequate and hygienic sanitary facilities, structurally safe classrooms, and suitable furniture, ensuring a healthy physical environment for students without requiring luxury amenities.

164. (C) Imprisonment up to three months, or fine, or both
Section 27 of the Delhi School Education Act establishes penal consequences for obstructing official duties. Any person who willfully obstructs, prevents, or hinders the Director or an authorized inspecting officer from conducting an official school inspection commits an offence punishable with imprisonment up to three months, fines, or both.

165. (A) Conducting student medical exams and health records
Rule 14 of the Delhi School Education Rules defines the responsibilities of a school medical officer in recognized institutions. The medical officer is responsible for conducting periodic physical health examinations of enrolled students, maintaining individual medical health records, and reporting health concerns to parents and school administration.

166. (A) Both A and R are true and R is the correct explanation of A
Rule 175 of the Delhi School Education Rules prohibits transferring money from the Recognized School Fund to founding trusts or societies. Judicial decisions reinforce that school income must be utilized strictly for educational development, student welfare, and school maintenance, preventing commercialization and fund diversion to parent organizations.

167. (B) Income tax and provident fund contributions
Rule 125 of the Delhi School Education Rules regulates salary deductions for school employees. Permissible statutory deductions include statutory income tax withholdings, employee provident fund contributions, professional taxes, and court-ordered attachments, while barring arbitrary deductions, mandatory trust donations, or fees for using basic school facilities.

168. (C) The Director of Education
Under selection protocols established for aided private schools, recruiting key leadership requires departmental oversight. When the selection committee completes evaluations for appointing a Head of School, it must submit its formal selection proceedings and candidate recommendations to the Director of Education for final administrative review and approval.

169. (D) Comparing unaided teacher pay with government teachers in similar posts
Section 10 of the Delhi School Education Act guarantees pay parity based on corresponding status. In this legal context, corresponding status means evaluating salary scales, dearness allowances, and service benefits of unaided private school teachers directly against pay structures granted to government school teachers holding equivalent qualifications and posts.

170. (A) The Director of Education or authorized officer
Rule 47 of the Delhi School Education Rules specifies procedures for institutional expansion. If an existing recognized school intends to open a new class or add higher secondary sections, it

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must submit a formal application and secure prior authorization from the Director of Education or a designated departmental officer.

171. (A) I and II only
Every recognized private school is legally required to establish a Contributory Provident Fund for its employees, with contribution rates governed by statutory rules. However, using accumulated provident fund assets to finance school building construction is strictly prohibited, as employee retirement funds must be deposited in authorized accounts.

172. (B) Suspending employee pending approval of the Director
When an employee faces grave misconduct allegations, such as soliciting bribes for admissions, school management can take immediate precautionary action under the rules. The management may place the employee under suspension pending inquiry, provided the suspension order is submitted to the Director of Education for approval within fifteen days.

173. (A) Only once during the proceedings
The disciplinary framework outlined in the Delhi School Education Rules prevents repetitive or oppressive employee suspensions. During a single departmental proceeding, an employee can be placed under suspension only once, ensuring that disciplinary processes are conducted promptly and without subjecting employees to repeated administrative suspensions for the same matter.

174. (C) Representing to the DoE to ensure alignment with prescribed norms
Working hours, teaching loads, and duty conditions for teachers are regulated by rules framed by the Directorate of Education. If a private school management unilaterally increases working hours beyond prescribed statutory limits without compensation, affected teachers can submit a formal representation to the Directorate to enforce standard compliance.

175. (B) Section 16
Section 16 of the Delhi School Education Act explicitly regulates student admissions across recognized schools. It prohibits collecting capitation fees, bans screening interviews for entry-level admissions, and mandates transparent admission procedures to ensure equal access to education without commercial exploitation or arbitrary entry barriers.

176. (C) A body scrutinizing school finances to prevent fee profiteering
The Fee Anomalies Committee is a specialized mechanism established under the Directorate of Education to examine financial practices in private schools. It investigates parental grievances regarding unjustified fee increases, audits institutional account books, ensures compliance with judicial directives, and prevents educational commercialization and fee profiteering.

177. (B) 3 years
Rule 59 of the Delhi School Education Rules governs managing committee tenure in recognized private institutions. Unless holding an ex-officio position, nominated or elected members of a school managing committee serve a standard term of three years, after which the committee must be reconstituted according to approved schemes.

178. (D) Permanently
Rule 181 of the Delhi School Education Rules details record preservation schedules for recognized schools. While routine financial vouchers have limited retention periods, the Admission and Withdrawal Register contains vital historic records of student enrollment, age, and academic credentials, requiring permanent preservation in school archives.

NODIA

179. (A) Reserving 25% entry-level seats under RTE Section 12(1)(c)
Under constitutional protections guaranteed by Article 30(1), minority educational institutions, including linguistic minority schools, are exempt from mandatory twenty-five percent seat reservations for Economically Weaker Sections under Section 12(1)(c) of the Right to Education Act, preserving their constitutional right to administer minority institutions.

180. (B) Charging admission fee only once at initial school entry
Rule 142 of the Delhi School Education Rules regulates the collection of admission fees in recognized schools. It explicitly dictates that an admission fee can be charged from a student only once during their initial admission to the school, strictly banning repeated admission fee collection upon annual class promotions.

181. (B) I, II, and IV only
A Service Book must be maintained for every employee in a recognized school, recording appointment details, promotions, leave, and disciplinary actions, with entries attested by management. Denying employees the right to inspect their Service Book is incorrect, as staff retain the legal right to inspect their official records.

182. (D) Exclusive educational use during school hours and structural safety
Rule 50 of the Delhi School Education Rules establishes building safety standards for school recognition. The physical school building must be structurally safe, constructed in compliance with building codes, and dedicated exclusively to educational purposes during operational school hours, ensuring a safe, non-commercial environment for students.

183. (C) 3 months
Section 8(3) of the Delhi School Education Act establishes statutory limitation periods for legal appeals. Any employee of a recognized private school who is dismissed, removed, or reduced in rank by management must file their formal appeal before the Delhi School Tribunal within three months from order receipt.

184. (C) Section 22
Section 22 of the Delhi School Education Act provides for establishing the Delhi School Education Advisory Board. This statutory advisory body is constituted to advise the Administrator on broad policy matters, educational standards, administrative rules, and systemic improvements relating to school education across the territory of Delhi.

185. (D) Illegal; no unapproved fees or board exam profit allowed
Under the Delhi School Education Act and Rules, private schools cannot levy special or unapproved fee heads beyond actual board examination costs. Charging supplementary fees over prescribed board examination rates amounts to unauthorized fee collection, violating fee regulations designed to prevent educational profiteering under the pretext of examination processing.

186. (C) Chapter XI
Chapter XI of the Delhi School Education Rules contains the Code of Conduct for Teachers and other Employees. It outlines professional obligations, prohibits private commercial tuition, bars political activity on campus, mandates ethical conduct, and establishes disciplinary grounds for professional misconduct across recognized private and aided institutions.

187. (B) Exercising delegated supervisory control over zonal schools
The Zonal Education Officer functions as a key administrative authority within the Directorate of Education. Assigned to specific educational zones, the officer exercises delegated supervisory control, monitors rule compliance, conducts routine school inspections, resolves local academic grievances, and oversees local school operations within their designated administrative jurisdiction.

NODIA

188. (A) Both A and R are true and R is the correct explanation of A
Section 24 of the Delhi School Education Act empowers the Director to inspect school accounts to verify regulatory compliance and curb commercialization. Consequently, unaided private schools are legally bound to grant authorized inspection teams access to their financial records, audited balance sheets, and fee collection accounts without refusal.

189. (A) A daily stock market investment portfolio report
Rule 145 of the Delhi School Education Rules requires unaided recognized schools to prepare annual financial statements, including budget estimates, income and expenditure accounts, and asset-liability balance sheets. Stock market investment portfolio reports are not required, as school funds cannot be diverted into speculative financial equity investments.

190. (D) One year
Section 6 of the Delhi School Education Act regulates school closures to protect public educational interests. A manager intending to close down a recognized school must submit a formal written notice to the Director of Education at least one year in advance, providing sufficient time to reallocate affected students.

191. (B) I and III only
The founding society or trust running an unaided school must cover financial deficits from its general funds, and school funds must be maintained in separate bank accounts from society accounts. However, transferring surplus school funds to the society's general fund is strictly prohibited, as school revenues must remain within the institution.

192. (C) Compulsory retirement
Rule 117 of the Delhi School Education Rules classifies disciplinary penalties into minor and major categories. Compulsory retirement is explicitly categorized as a major penalty because it permanently terminates an employee's active service, unlike minor penalties such as formal censures, minor financial recoveries, or simple withholding of pay increments.

193. (B) 90 days
Rule 118 of the Delhi School Education Rules governs employee suspension during pending disciplinary inquiries. When an employee is placed under suspension in contemplation of departmental proceedings, the maximum initial period for which suspension can remain valid without serving a formal charge sheet is ninety days.

194. (D) The person or body entrusted with managing school affairs
Section 2(m) of the Delhi School Education Act defines the term Manager. It refers to any individual or governing body, by whatever name called, who is formally entrusted with managing, administering, and supervising the institutional affairs of a recognized private school under an approved scheme of management.

195. (A) Pre-printed receipts and payments via crossed cheques
Rule 145 of the Delhi School Education Rules mandates strict financial accounting mechanisms to ensure transparency in recognized private schools. Management must issue pre-printed, serially numbered receipts for all fee collections from students and make all major financial disbursements and salary payments exclusively through crossed bank cheques.

196. (C) An inquiry with notice of charges and opportunity to be heard
The Delhi School Education Act guarantees fundamental procedural protections against arbitrary employee dismissals. No employee of a recognized private school can be dismissed from service without holding a formal disciplinary inquiry, issuing a clear statement of charges, and providing the employee a fair opportunity to be heard in defense.

197. (A) A refundable deposit returned upon leaving after adjusting dues
Caution money collected from students by unaided private schools is a security deposit intended to cover potential loss or property damage. Under educational financial regulations, caution money must be refunded to the student upon leaving the institution, subject to adjusting any outstanding school fee dues or unreturned library books.

198. (B) One year
Rule 105 of the Delhi School Education Rules governs employee probation periods. While the initial probation period for a newly appointed or promoted staff member is one year, school management may extend it if performance remains unsatisfactory, subject to a maximum permissible extension limit of one additional year.

199. (B) Approaching Fee Anomalies Committee and DoE for rollback
When an unaided recognized school arbitrarily increases tuition fees mid-session without obtaining required departmental authorizations, parents can seek regulatory relief. Parents can lodge formal complaints with the Fee Anomalies Committee and the Directorate of Education to audit institutional accounts, challenge unapproved fee hikes, and demand an immediate rollback.

200. (C) Bar of Jurisdiction of Civil Courts
Section 25 of the Delhi School Education Act explicitly prevents ordinary civil courts from entertaining suits on matters within the jurisdiction of the Tribunal or Director. In legal jurisprudence, this statutory provision embodies the doctrine known as the Bar of Jurisdiction of Civil Courts, ensuring specialized adjudication of school disputes.

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CHAPTER 03
Right to Education (RTE) Act, 2009

1. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 derives its constitutional mandate primarily from which of the following Amendments to the Constitution of India?
(A) 85th Amendment Act, 2001
(B) 86th Amendment Act, 2002
(C) 92nd Amendment Act, 2003
(D) 93rd Amendment Act, 2005

2. Prior to the insertion of Article 21A, the Supreme Court of India interpreted the Right to Education as an implicit fundamental right flowing from the Right to Life (Article 21) in which landmark judgment?
(A) Kesavananda Bharati v. State of Kerala
(B) T.M.A. Pai Foundation v. State of Karnataka
(C) Mohini Jain v. State of Karnataka
(D) Minerva Mills v. Union of India

3. The Right of Children to Free and Compulsory Education Act, 2009 officially came into force on which of the following dates?
(A) August 26, 2009
(B) January 1, 2010
(C) April 1, 2010
(D) April 1, 2011

4. Which of the following Committees was constituted to estimate the financial implications of operationalising the fundamental right to free and compulsory education for all children in the 6-14 age group?
(A) Ramamurti Committee
(B) Kothari Commission
(C) Yashpal Committee
(D) Tapas Majumdar Committee

5. The RTE Act, 2009 was enacted to give effect to Article 21A. As per the structural framework of the Act, how many Chapters and Sections does it originally contain?
(A) 5 Chapters and 35 Sections
(B) 6 Chapters and 39 Sections
(C) 7 Chapters and 38 Sections
(D) 8 Chapters and 42 Sections

6. Under the RTE Act, 2009, the term 'compulsory education' imposes an obligation directly on which of the following entities?
(A) Parents and Guardians
(B) School Management Committees
(C) Appropriate Government and Local Authorities
(D) Central Board of Secondary Education

7. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): The Right to Education Act, 2009 does not subject the child or their parents to any legal penalty for failing to attend school.
Reason (R): The Act places the onus of ensuring admission, attendance, and completion of elementary education entirely on the appropriate Government and local authority.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

8. In the context of the RTE Act, 2009, 'elementary education' is defined as the education from:
(A) Pre-school to Class V
(B) Class I to Class VIII
(C) Class I to Class X
(D) Pre-school to Class VIII

NODIA

9. As per the provisions of the RTE Act, 2009, which of the following is NOT expressly stated as an objective or guiding principle of the Act?
(A) Ensuring equity and non-discrimination in access to elementary education
(B) Providing mid-day meals to all children up to Class VIII
(C) Prohibiting physical punishment and mental harassment
(D) Ensuring the availability of a neighbourhood school

10. Consider the following categories of schools:
I. Schools established, owned or controlled by

the appropriate Government
II. Aided schools receiving aid or grants to meet whole or part of its expenses
III. Specified category schools (e.g., Kendriya Vidyalaya, Navodaya Vidyalaya)
IV. Unaided schools not receiving any kind of aid or grants

Which of the above categories of schools are legally bound to admit children in Class I to the extent of at least 25% of the strength of that class, belonging to weaker sections and disadvantaged groups?
(A) I, II and III only
(B) II, III and IV only
(C) III and IV only
(D) I, II, III and IV

11. Section 3 of the RTE Act, 2009 entitles a child to free education. What does the term 'free education' imply in this legal framework?
(A) Full waiver of tuition fees exclusively, while other incidental charges are borne by parents
(B) Direct financial assistance provided as periodic cash transfers directly to student guardians
(C) Free provision of uniforms, textbooks, and transport facilities with mandatory exam fee waivers
(D) Absence of any fee, charge, or expense preventing pursuit and completion of elementary education

12. Consider the following statements regarding the age group covered under the RTE Act, 2009:
I. The general age group defined for free and compulsory elementary education is 6 to 14 years.
II. For a child with benchmark disabilities, the right to free education is extended up to 18 years of age.
III. The calculation of the child's age for admission is exclusively determined by a hospital-issued birth certificate.

Which of the above statements is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

13. According to the RTE Act, 2009, if a child's birth certificate is not available at the time of admission, the Principal should:
(A) Deny admission until the certificate is produced
(B) Grant provisional admission which must be cancelled if the certificate is not produced within six months
(C) Determine the age on the basis of any other document prescribed, and not deny admission
(D) Forward the case to the Local Authority for age determination via a medical board

14. Which specific Act is referenced within the Right to Education framework to define children with disabilities and guarantee their education up to the age of 18 years?
(A) The Mental Healthcare Act, 2017
(B) The Rehabilitation Council of India Act, 1992
(C) The National Trust for Welfare of Persons with Autism Act, 1999
(D) Rights of Persons with Disabilities (RPWD) Act, 2016

15. If a child admitted to school under the RTE Act is unable to complete elementary education by the age of 14 years, what provision applies?
(A) The child retains the right to free education until completing elementary education in the school.
(B) The child is mandated to leave regular formal schooling and enroll in open distance learning programs.
(C) The child must pay regular prescribed tuition fees for any educational period beyond 14 years of age.
(D) The State Government mandatorily transfers the child to a state-run vocational training institute.

16. Section 11 of the RTE Act, 2009 deals with the provision of pre-school education. What is the nature of the mandate given to the appropriate Government under this Section?
(A) It establishes pre-school education as an enforceable fundamental right for all young children between three and six years of age.
(B) It specifies that the appropriate Government may make provisions for providing free pre-school education for children above three years.
(C) It legally mandates all recognized formal elementary schools to immediately attach and operate pre-school sections within their premises.
(D) It completely transfers the administrative and financial responsibility of pre-school

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17. The concept of 'Neighbourhood School' is central to ensuring access to education under the RTE Act. Who is responsible for establishing a neighbourhood school where it does not exist?
(A) The Central Government through Ministry of Education
(B) Registered Non-Governmental Community Organisations
(C) The designated School Management Committees
(D) The appropriate Government and the local authority

18. Consider the following statements regarding the norms for establishing neighbourhood schools under the RTE rules:
I. A primary school (Classes I to V) must be established within a walking distance of 1 km of the neighbourhood.
II. An upper primary school (Classes VI to VIII) must be established within a walking distance of 3 km.
III. In areas with sparse populations, the appropriate Government can relax these distance norms.
IV. If a neighbourhood school cannot be established due to terrain, the State must provide free transportation or residential facilities.
Which of the statements given above are correct?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

19. If an un-served habitation lacks the required population density to justify opening a new formal school, what alternative is prescribed under RTE guidelines for ensuring access?
(A) Distance education via radio broadcast
(B) Directing children to shift to urban areas
(C) Exempting the local authority from the obligation of providing education
(D) Providing transport/escort facilities or residential schools

20. Under Section 6 of the RTE Act, within what timeframe from the commencement of the Act was the appropriate Government mandated to establish neighbourhood schools in areas where they were lacking?
(A) One year
(B) Two years
(C) Three years
(D) Five years

21. Which Section of the RTE Act, 2009 delineates the duties of the appropriate Government to provide free and compulsory elementary education?
(A) Section 4
(B) Section 6
(C) Section 8
(D) Section 10

22. A Principal of a Government-aided school is approached by parents of a child who dropped out of school in Class II three years ago. The child is now 11 years old. What is the legally correct administrative action for the Principal to take under the RTE Act?
(A) Admit the child to Class III and provide remedial teaching
(B) Deny admission as the child has a three-year gap and direct them to an open school
(C) Admit the child to Class II to ensure foundational concepts are clear
(D) Admit the child to Class VI based on their age and arrange for special training

NODIA

23. Ensuring good quality education conforming to the standards and norms specified in the Schedule is a statutory duty explicitly assigned to:
(A) The Central Government only
(B) The parents
(C) The Head of the Institution only
(D) The appropriate Government

24. Under Section 8 of the RTE Act, 2009, it is the duty of the appropriate Government to ensure that children belonging to weaker sections and disadvantaged groups are not discriminated against. Who among the following is NOT generally classified under 'disadvantaged group' as per the Act?
(A) A child whose parents' annual income is above the specified taxable limit
(B) A child belonging to a socially recognized Scheduled Caste community
(C) A child belonging to an officially notified Scheduled Tribe community
(D) A child with benchmark disability as defined under applicable statutes

25. Which entity is responsible for maintaining records of children up to the age of 14 years residing within its jurisdiction, as mandated by Section 9 of the RTE Act?
(A) The Directorate of Education
(B) The School Management Committee
(C) The Local Authority
(D) The State Commission for Protection of Child Rights

26. Under the RTE Act, a Local Authority is broadly defined to include all of the following EXCEPT:
(A) Urban Municipal Corporation
(B) District Zila Parishad
(C) Statutory Cantonment Board
(D) State Legislative Assembly

27. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): The Central Government is not responsible for the day-to-day administration of schools established under the RTE Act.
Reason (R): Under the concurrent nature of education, the implementation of the RTE Act and maintenance of schools is the administrative responsibility of the appropriate Government and local authorities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. Which section of the RTE Act, 2009 explicitly lays down the duty of every parent or guardian to admit or cause to be admitted their child or ward to an elementary education in the neighbourhood school?
(A) Section 7
(B) Section 10
(C) Section 12
(D) Section 14

29. While Section 10 of the RTE Act imposes a duty on parents to send their children to school, what is the penal consequence for parents who fail to do so?
(A) A fine of ₹500 per month of absence
(B) Discontinuation of public distribution system (ration) benefits
(C) Imprisonment for up to one month
(D) There is no penal provision for parents in the RTE Act

30. Regarding the 25% quota for Economically Weaker Sections (EWS) and Disadvantaged Groups (DG) in private unaided schools, what does Section 12(1)(c) of the RTE Act specify regarding the point of admission?
(A) Admission must be given in Class I or pre-school only
(B) Admission must be given proportionately in all classes from I to VIII
(C) Admission must be given in Class VI for upper primary schools
(D) Admission is at the discretion of the school management in any class

31. How is the reimbursement to private unaided schools for admitting students under the 25% EWS/DG quota calculated by the State under Section 12(2) of the Act?
(A) The total actual annual fee charged directly by the private school from non-quota students
(B) A fixed flat reimbursement rate determined uniformly by the Central Government across all states
(C) Fifty percent of the total per-child operational expenditure incurred by the State Government
(D) The per-child expenditure incurred by the State or actual school fee, whichever is lower

32. Consider the following statements regarding the 25% reservation clause in the RTE Act, 2009:
I. Minority educational institutions (both aided and unaided) are completely exempt from the 25% admission quota under the RTE Act.
II. Kendriya Vidyalayas are not required to follow the 25% reservation for EWS/DG as they are special category schools.
III. Reimbursement for 25% admissions does not apply to schools already under an obligation to provide free education due to land allotment concessions.
Which of the statements above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

33. The constitutional validity of the RTE Act, 2009, specifically concerning the 25% reservation in private unaided schools, was upheld by the Supreme Court in which major case?
(A) Ashoka Kumar Thakur v. Union of India

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(B) Pramati Educational and Cultural Trust v. Union of India
(C) Society for Unaided Private Schools of Rajasthan v. Union of India
(D) Modern Dental College and Research Centre v. State of MP

34. Section 13 of the RTE Act strictly prohibits screening procedures for admission. What constitutes a 'screening procedure' under the Act?
(A) Mandatory verification of the residential proof and official domicile documents of the parent
(B) Official verification of the hospital birth certificate for child age determination
(C) Selection of candidates through an open random lottery system during over-subscription
(D) Any selection method requiring the child or parents to undergo an interview or written test

35. If a private school violates Section 13 by conducting an admission interview and charging a capitation fee of ₹10,000, what is the maximum financial penalty that can be levied on the school under the RTE Act?
(A) ₹25,000 for the interview + ₹1,00,000 for the capitation fee
(B) ₹25,000 for the interview + ₹50,000 for the capitation fee
(C) ₹50,000 for the interview + ₹1,00,000 for the capitation fee
(D) ₹25,000 for the interview + ₹10,000 for the capitation fee

36. Which of the following accurately describes a 'capitation fee' as defined under the RTE Act?
(A) Regular monthly tuition and activity fees officially prescribed in the published school prospectus
(B) Any donation, contribution, or payment other than the fee officially notified by the school
(C) Annual infrastructure development charges approved by the school parent-teacher association
(D) Mandatory operational charges levied for providing mid-day meals in private unaided schools

37. Section 14 of the RTE Act deals with the proof of age for admission. Which of the following is an INCORRECT statement regarding this Section?
(A) An affidavit sworn by the parent is not acceptable as proof of age under any circumstances.
(B) The age of a child shall be determined on the basis of the birth certificate.
(C) In the absence of a birth certificate, age can be determined based on any other prescribed document.
(D) No child shall be denied admission for lack of proof of age.

NODIA

38. A Principal denies admission to a student seeking enrollment in September, stating that the admission cycle closed on the 30th of August. Under Section 15 of the RTE Act, is this decision legally valid?
(A) No, a child shall be admitted during or after the extended period and cannot be denied admission.
(B) Yes, recognized schools possess full administrative autonomy to fix strict cutoff dates for admissions.
(C) Yes, accepting mid-session admissions severely disrupts the structured annual academic calendar and curriculum.
(D) No, educational institutions are statutorily required to keep admissions open continuously throughout the year.

39. Section 16 of the RTE Act originally contained a strict "No-Detention Policy". What did this provision specifically forbid?
(A) Conducting any form of formal academic assessment or diagnostic examination prior to completion of Class VIII.
(B) Assigning mandatory written homework assignments or take-home projects to students up to Class VIII.
(C) Holding back any child in any class or expelling them till the completion of elementary education.
(D) Detaining a child within school premises after regular operating hours for disciplinary reasons.

40. The Right of Children to Free and Compulsory Education (Amendment) Act, 2019 modified Section 16 regarding the no-detention policy. Which of the following correctly reflects the amended provision?
(A) Regular examination will be held in Class V

and Class VIII at the end of the academic year.
(B) Schools can detain students in any class from I to VIII based on poor performance.
(C) The Board examinations for Class X were reintroduced.
(D) Only private schools were permitted to hold students back; government schools remained under the strict no-detention policy.

41. Under the 2019 amendment to Section 16 of the RTE Act, if a child fails in the regular examination in Class V or Class VIII, what immediate step must the school take?
(A) Immediately expel the child from the school rolls without further consideration
(B) Demote the child to the previous elementary class to reinforce basic concepts
(C) Retain the child in the same class for the duration of the next two academic years
(D) Provide additional instruction and grant a re-examination within two months

42. A child in Class VIII of a Government school fails the regular examination in March and subsequently fails the re-examination in May. Based on the RTE Amendment Act 2019, what decision is the Principal empowered to take?
(A) The Principal may hold the child back in Class VIII, as permitted by the appropriate Government.
(B) The Principal must automatically promote the student to Class IX under mandatory state guidelines.
(C) The Principal must immediately expel the student from the school and issue a transfer certificate.
(D) The Principal must mandatorily refer the student to a state-recognized special education center.

43. Does the amended RTE Act of 2019 permit a school to expel a child from school if they fail the re-examination in Class V or VIII?
(A) Yes, provided the academic failure in re-examination continues persistently for two consecutive years.
(B) No, the Act maintains that no child shall be expelled from school till completing elementary education.
(C) Yes, if explicitly recommended at the administrative discretion of the School Management Committee.
(D) No, but the school management can mandate that the child take a transfer to an open distance school.

44. Section 17 of the RTE Act, 2009 strictly prohibits physical punishment and mental harassment. What is the prescribed consequence for a teacher who contravenes this provision?
(A) Immediate automatic dismissal from educational service without conducting a formal inquiry
(B) Disciplinary action under the service rules applicable to such person
(C) Mandatory monetary fine of ₹50,000 payable directly to the aggrieved child's family
(D) Criminal prosecution resulting in mandatory imprisonment for a period of up to six months

45. According to the Schedule of the RTE Act, 2009, what is the prescribed Pupil-Teacher Ratio (PTR) for a primary school (Classes I to V) if the total student enrollment is 140?
(A) Three teachers
(B) Four teachers
(C) Five teachers
(D) Five teachers and one Head Teacher

46. According to the Schedule of the RTE Act, for a primary school (Classes I to V), at what enrollment threshold is it mandatory to have a separate Head Teacher?
(A) Above 100 children
(B) Above 150 children
(C) Above 200 children
(D) Above 250 children

47. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): If the enrollment in a primary school exceeds 200 children, the Pupil-Teacher Ratio (excluding the Head Teacher) can be relaxed up to 40:1.
Reason (R): High enrollment numbers allow for economies of scale, meaning teachers can effectively manage larger classrooms using group teaching methods.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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48. What is the prescribed Pupil-Teacher Ratio (PTR) for upper primary schools (Classes VI to VIII) under the RTE Act?
(A) At least one teacher for every 30 children
(B) At least one teacher for every 35 children
(C) At least one teacher for every 40 children
(D) At least one teacher for every 45 children

49. In an upper primary school (Classes VI to VIII) where admission of children is above 100, the RTE Schedule mandates the appointment of part-time instructors for which of the following areas?
(A) Computer Science Education, Visual Art Education, and Foreign Languages
(B) Performing Arts including Music, Classical Dance, and Theatre Drama
(C) Art Education, Health and Physical Education, and Work Education
(D) Vocational Education, Moral Science Education, and Health Education

50. According to the RTE Act norms, what is the minimum number of working days prescribed in an academic year for Classes I to V and Classes VI to VIII, respectively?
(A) 200 days and 220 days
(B) 220 days and 250 days
(C) 180 days and 200 days
(D) 200 days and 240 days

51. What is the minimum number of instructional hours per academic year mandated by the RTE Act for Classes VI to VIII?
(A) 800 hours
(B) 900 hours
(C) 1000 hours
(D) 1200 hours

52. Consider the following statements regarding the minimum working hours per week for a teacher under the RTE Act:
I. The statutory requirement is 45 working hours per week.
II. The 45 hours include both instructional hours and preparation time.
III. Teachers in upper primary classes are required to work 50 hours per week.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

53. As per the Schedule of the RTE Act regarding school infrastructure, which of the following is NOT a mandatory requirement for every school?
(A) Barrier-free access
(B) Separate toilets for boys and girls
(C) Safe and adequate drinking water facility
(D) An air-conditioned computer laboratory

54. According to Section 18 of the RTE Act, 2009, establishing or running a school without obtaining a certificate of recognition invites a penalty of:
(A) ₹50,000 initially, and ₹5,000 for each day the contravention continues
(B) ₹1,00,000 initially, and ₹10,000 for each day the contravention continues
(C) ₹2,00,000 initially, and ₹20,000 for each day the contravention continues
(D) Immediate imprisonment of the school manager

55. If a school violates the conditions of its recognition granted under Section 18 of the RTE Act, what action is the prescribed authority empowered to take?
(A) Automatically transfer the administrative management of the school directly to the government
(B) Withdraw recognition in writing after giving a reasonable opportunity of being heard
(C) Initiate immediate criminal proceedings leading to imprisonment of the school Principal
(D) Mandatorily demote and reduce the educational institution to a primary level school

56. When a school's recognition is withdrawn under the RTE Act, what is the immediate consequence for the students enrolled in that school?
(A) They are immediately expelled from the education system.
(B) They must wait for the next academic year to seek fresh admission elsewhere.
(C) They continue in the same school until they complete elementary education.
(D) They are directed to be admitted to a neighbourhood school.

57. Under Section 21 of the RTE Act, schools are required to constitute a School Management Committee (SMC). Which type of school is EXEMPTED from this requirement?
(A) Unaided schools not receiving any kind of

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aid or grants
(B) Schools established and owned by the appropriate Government
(C) Aided schools receiving government grants
(D) Specified category schools like Kendriya Vidyalayas

58. Consider the following statements regarding the composition of the School Management Committee (SMC) under the RTE Act:
I. At least three-fourths (75%) of the members must be parents or guardians.
II. Proportionate representation must be given to parents of children belonging to disadvantaged groups and weaker sections.
III. At least 50% of the committee members shall be women.
IV. The local MLA and MP are ex-officio chairpersons of the SMC.
Which of the statements given above are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I and III only
(D) I, II, III and IV

59. What is the primary function of the School Management Committee (SMC) concerning the future development of the school, as per Section 22 of the RTE Act?
(A) Prepare and recommend a School Development Plan (SDP)
(B) Conduct mandatory half-yearly internal academic audits
(C) Finalize the administrative transfer and posting of teachers
(D) Design and prescribe the academic curriculum for classes I to VIII

60. The School Development Plan (SDP) prepared by the SMC forms the basis for which crucial administrative process?
(A) Promoting senior school teachers to administrative Headmaster positions
(B) Grants to be made by the appropriate Government or local authority
(C) Initiating disciplinary proceedings against non-performing school staff
(D) Setting up internal continuous and comprehensive evaluation criteria

61. Under Section 23 of the RTE Act, who prescribes the minimum qualifications for a person to be eligible for appointment as a teacher?
(A) State Council of Educational Research and Training (SCERT)
(B) The Central Board of Secondary Education (CBSE)
(C) The Directorate of Education of the respective State
(D) An academic authority authorized by the Central Government

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62. A private school management decides to hire a highly experienced professional with a master's degree but no formal teacher education degree to teach Class VIII. As a Principal reviewing compliance under RTE Act, what is the correct legal position?
(A) It is permissible provided the appointed professional successfully clears an internal school evaluation test.
(B) It is permissible because private unaided educational institutions possess full autonomy in teacher selection.
(C) It is a violation, as the candidate must possess minimum qualifications prescribed by the academic authority.
(D) It is permissible provided the School Management Committee formally approves the appointment via a resolution.

63. Consider the following duties of a teacher under Section 24 of the RTE Act:
I. Maintain regularity and punctuality in attending school
II. Complete the entire curriculum within the specified time
III. Assess the learning ability of each child and provide supplementary instruction
IV. Collect educational cess from the local community
Which of the above are explicitly listed as statutory duties of a teacher?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

64. If a teacher fails to perform the duties specified under Section 24 of the RTE Act, the disciplinary action shall be taken according to:
(A) The service rules applicable to the teacher
(B) The direct orders of the National Commission for Protection of Child Rights
(C) The penal code for criminal breach of trust
(D) The decision of the Central Government

65. Section 27 of the RTE Act prohibits the deployment of teachers for non-educational purposes. Which of the following is NOT an exempted duty under this section?
(A) Decennial population census
(B) Disaster relief duties
(C) Duties related to elections to the local authority, state legislatures, and Parliament
(D) Pulse Polio immunization drives

66. Section 28 of the RTE Act, 2009 states: "No teacher shall engage himself or herself in private tuition or private teaching activity." This prohibition applies to:
(A) Government school teachers appointed in state-run institutions only
(B) Teachers serving in government and government-aided schools only
(C) Teachers conducting private tuition classes during regular school hours only
(D) All teachers covered under the ambit of the Act across all school categories

67. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): The RTE Act mandates that the curriculum must be formulated in a way that builds up the child's knowledge, potentiality, and talent.
Reason (R): The academic authority must follow a rigid, centralized syllabus to ensure uniformity across the entire country regardless of local context.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

68. Under Section 29 of the RTE Act, which of the following principles must the academic authority keep in mind while laying down the curriculum and evaluation procedure?
(A) Conformity with the values enshrined in the Constitution
(B) Medium of instruction shall be strictly in English for global competitiveness
(C) Assessment should be solely through summative board examinations
(D) Focus primarily on memorization of historical facts

69. The RTE Act strongly advocates for making the child free of fear, trauma, and anxiety. Which pedagogical approach does the Act explicitly recommend to achieve this?
(A) Learning through activities, discovery, and exploration in a child-friendly manner
(B) Strict institutional discipline enforced through physical routine drills and penalties
(C) Systematic cognitive segregation of children based on measured academic intelligence
(D) Early introduction of rigorous academic competition and ranking systems from Class I

70. The mandate for 'Continuous and Comprehensive Evaluation' (CCE) of a child's understanding of knowledge and their ability to apply it is provided under which Section of the RTE Act?
(A) Section 16
(B) Section 21
(C) Section 29
(D) Section 35

71. Section 30 of the RTE Act clearly stipulates that no child shall be required to pass any Board examination till the completion of:
(A) Class V
(B) Class VIII
(C) Class X
(D) Class XII

72. Consider the following statements regarding the certification of completion of elementary education under the RTE Act:
I. Every child completing elementary education shall be awarded a certificate.
II. The certificate must outline the child's performance in a final centralized board examination.
III. The format and manner of issuing the certificate are determined by rules made by the appropriate Government.
Which of the statements given above is/are correct?
(A) I only
(B) I and III only
(C) II and III only
(D) I, II and III

73. Which authority is designated under Section 31 of the RTE Act to monitor the child's right to education and inquire into complaints relating to child's right to free and compulsory education?
(A) The National University of Educational

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Planning and Administration acting through state boards
(B) The Central Advisory Board of Education in coordination with state education departments
(C) The Supreme Court of India functioning directly through designated judicial committees
(D) The National Commission for Protection of Child Rights (NCPCR) and State Commissions (SCPCR)

74. If a grievance arises regarding a child's right under the RTE Act, the first forum of complaint typically designated by the Act is:
(A) The High Court of the respective State
(B) The Local Authority having jurisdiction
(C) The Ministry of Education, Government of India
(D) The District Magistrate

75. After a local authority decides on a grievance under the RTE Act, an appeal against this decision lies with:
(A) The State Commission for Protection of Child Rights
(B) The designated executive School Management Committee
(C) The Directorate of Education of the State
(D) The Office of the Governor of the State

76. Section 33 of the RTE Act provides for the constitution of a National Advisory Council (NAC). What is the primary function of the NAC?
(A) To formally approve and disburse annual budgetary allocations for elementary education programs
(B) To advise the Central Government on effective implementation of the provisions of the RTE Act
(C) To draft, periodically revise, and publish the national curriculum framework for school education
(D) To directly conduct recruitment drives for teaching staff across all Kendriya Vidyalayas nationally

77. The National Advisory Council constituted under the RTE Act consists of members appointed by the Central Government. What is the maximum number of members this Council can have?
(A) 10 members
(B) 15 members
(C) 20 members
(D) 25 members

78. A Principal of a school receives a directive from the Central Government regarding the maintenance of a new statutory register. Under which Section of the RTE Act does the Central Government have the power to issue such guidelines and directions for the implementation of the Act?
(A) Section 12
(B) Section 30
(C) Section 35
(D) Section 38

79. Section 36 of the RTE Act requires prior sanction for prosecuting offences under the Act (such as charging capitation fees or running an unrecognised school). Who is the competent authority to grant this sanction?
(A) An officer authorized by the appropriate Government
(B) The designated School Management Committee
(C) The Commissioner of Police of the district
(D) The National Commission for Protection of Child Rights

80. Section 37 of the RTE Act provides 'Protection of action taken in good faith'. Whom does this section protect from suits or legal proceedings?
(A) The Central Government, State Government, Local Authority, or SMC
(B) Only the teachers of Government schools
(C) Only the Head of the Institution
(D) Private school managements taking disciplinary action against teachers

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81. Under Section 38 of the RTE Act, which entity has the power to make rules for carrying out the provisions of the Act?
(A) The Parliament of India only
(B) The Central Government only
(C) The Appropriate Government
(D) The National Advisory Council

82. A 12-year-old child, who has never attended any school, is admitted to Class VI based on age appropriateness under Section 4 of the RTE Act. As a Principal, what critical academic intervention must you ensure for this child?
(A) The child must automatically be awarded passing academic grades regardless of evaluation performance.

(B) The child must initially be seated in Class I for the foundational year to clear basic concepts.
(C) The child must be provided special training to enable them to be at par with peers in the class.
(D) The child must be appointed an individual dedicated private tutor entirely at the school's expense.

83. Regarding 'Special Training' for age-appropriate admitted children, the RTE Rules specify that such training shall be based on:
(A) Specially designed, age-appropriate learning material approved by the academic authority
(B) The standardized national open schooling secondary curriculum approved for adult learners
(C) The foundational early childhood care and pre-primary education instructional framework
(D) A uniform international primary education training module created directly by World Bank

84. What is the minimum duration prescribed for the 'Special Training' provided to out-of-school children admitted in age-appropriate classes?
(A) One month
(B) Three months
(C) Six months
(D) One year

85. If a child admitted to an age-appropriate class requires extended special training, what is the maximum duration to which this training can be extended?
(A) Six months
(B) One year
(C) Two years
(D) Till the completion of elementary education

86. How are funds for the implementation of the RTE Act shared between the Central Government and the State Governments?
(A) Shared between Central and State governments based on a periodically revised ratio under Samagra Shiksha.
(B) The Central Government bears 100% of the total financial and operational expenditure required for implementation.
(C) The State Government bears 100% of the financial obligation without receiving central budgetary grants-in-aid.
(D) Financial resources are raised entirely through mandatory corporate social responsibility (CSR) fund contributions.

87. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): The Right to Education Act, 2009 is applicable to the whole of India, including the Union Territory of Jammu and Kashmir.
Reason (R): The RTE Act originally excluded the State of Jammu and Kashmir, but post the Jammu and Kashmir Reorganisation Act, 2019, Central laws became applicable to the UT.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

88. Under the financial provisions of the RTE Act (Section 7), the Central Government has a specific duty to provide to the State Governments:
(A) Grants-in-aid of revenues as determined in consultation with the State Government
(B) Complete financial reimbursement for monthly salaries of all private school teachers
(C) Direct budgetary allocation and funding transferred directly to School Management Committees
(D) Long-term interest-free developmental loans for building municipal school infrastructure

89. Which of the following is NOT the responsibility of the Central Government under Section 7 of the RTE Act?
(A) Developing a framework of national curriculum
(B) Developing and enforcing standards for training of teachers
(C) Establishing neighborhood schools in every village
(D) Providing technical support and resources to the State Government

90. Which legal mechanism did the Central Government use to designate the National Council for Teacher Education (NCTE) as the academic authority for teacher qualifications under the RTE Act?
(A) A formal constitutional amendment passed by Parliament
(B) An executive decree issued directly by President of India

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(C) A gazette notification under Section 23 of the RTE Act
(D) A formal unanimous resolution passed by CABE assembly

91. To ensure quality in teaching, passing the Teacher Eligibility Test (TET) was made a mandatory requirement under RTE guidelines. Who conducts the Central Teacher Eligibility Test (CTET)?
(A) NCTE
(B) CBSE
(C) NCERT
(D) UPSC

92. Consider the following pairs related to provisions in the RTE Act:
I. Section 13 - Prohibition of capitation fee and screening procedure
II. Section 17 - Prohibition of physical punishment
III. Section 28 - Prohibition of holding back and expulsion
Which of the pairs given above is/are correctly matched?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

93. Section 28 prohibits private tuition by teachers. However, if a school management requires teachers to take remedial classes for weak students after school hours without extra fee, does this violate Section 28?
(A) Yes, any instructional or teaching activity conducted outside mandatory school hours legally constitutes private tuition.
(B) No, institutional remedial teaching by the school without monetary gain is part of teacher duty, not private tuition.
(C) Yes, conducting post-school instruction is strictly prohibited unless parents explicitly provide written prior consent.
(D) No, provided the school teachers are paid extra hourly overtime compensation directly by participating parents.

94. According to the infrastructural norms in the Schedule of the RTE Act, what is the specification regarding the library in a school?
(A) Every recognized school must mandatorily establish a fully digital library equipped with at least ten internet-connected computers.
(B) There shall be a library in each school providing newspapers, magazines, and books on all subjects, including story-books.
(C) Only upper primary level schools (Classes VI to VIII) are statutorily required to establish and maintain a dedicated library room.
(D) A mobile library unit visiting the educational institution once a week constitutes full and sufficient legal compliance with norms.

95. What does the RTE Act Schedule mandate regarding play equipment for a school?
(A) The school must possess a standardized synthetic multi-lane athletic running track on campus.
(B) Play material, games, and sports equipment shall be provided to each class as required.
(C) The designated local authority must provide necessary sports equipment to schools on a rental fee basis.
(D) There is no statutory mandate for play equipment; maintaining an open playground is strictly sufficient.

96. If an existing school did not fulfill the infrastructural norms and standards specified in the Schedule at the commencement of the RTE Act, what time limit was granted to take steps to fulfill such norms?
(A) One year
(B) Three years
(C) Five years
(D) Ten years

97. If a recognized school failed to fulfill the infrastructural norms within the stipulated three years, what was the statutory consequence under Section 19?
(A) Imposition of a permanent fine
(B) Withdrawal of recognition by the prescribed authority
(C) Takeover of the school management by the Government
(D) Conversion of the school into a non-formal education center

98. Consider the following statements regarding the duties of a teacher as per the RTE Act:
I. Teachers must assess the learning ability of each child.
II. Teachers must hold regular meetings with parents and guardians.
III. Teachers must apprise parents about attendance, ability, and progress of the child.

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IV. Teachers must generate financial resources for school maintenance.

Which of the statements given above are correct?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

99. The RTE Act provides that the appropriate Government shall ensure that the pupil-teacher ratio specified in the Schedule is maintained in each school. Within what period from the commencement of the Act was this to be achieved?
(A) Six months
(B) One year
(C) Three years
(D) Five years

100. To prevent the unequal distribution of teachers, Section 25(2) of the RTE Act explicitly prohibits the appropriate Government from:
(A) Appointing female teachers in primary schools situated within remote rural administrative areas
(B) Deploying qualified permanent teaching staff for national parliamentary election duties
(C) Establishing a centralized digital teacher transfer and deployment policy across all government schools
(D) Maintaining any structural disparity in the posting of teachers between rural and urban areas

101. As per Section 26 of the RTE Act, the appointing authority must ensure that vacancy of teachers in a school under its control shall not exceed a certain percentage of the total sanctioned strength. What is this percentage?
(A) 5 percent
(B) 10 percent
(C) 15 percent
(D) 20 percent

102. A Principal is planning the timetable for an upper primary school. According to the RTE Act, the instructional hours for an academic year are 1000 hours over 220 working days. Approximately how many instructional hours per day must the Principal ensure to meet this statutory requirement?
(A) 3.5 hours
(B) 4.5 hours
(C) 5.5 hours
(D) 6.5 hours

103. Which section of the RTE Act deals specifically with the constitution and functions of the State Advisory Council?
(A) Section 30
(B) Section 32
(C) Section 34
(D) Section 38

104. The State Advisory Council constituted under Section 34 of the RTE Act is chaired by:
(A) The Chief Minister of the State
(B) The Minister in charge of the Department of School Education in the State
(C) The Chief Secretary of the State
(D) The Chairperson of the State Commission for Protection of Child Rights in the State

105. According to the RTE Rules, the School Management Committee (SMC) shall meet at least once in every:
(A) Week
(B) Fortnight
(C) Month
(D) Quarter

106. In the context of SMC meetings under the RTE rules, what is the quorum usually required to hold a valid meeting?
(A) One-tenth of the total members
(B) One-third of the total members
(C) Half of the total members
(D) Two-thirds of the total members

107. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): The School Development Plan (SDP) prepared by the SMC is a rolling plan.
Reason (R): The RTE Rules mandate that the SDP shall be a three-year plan comprising three annual sub-plans.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

108. Which of the following details is NOT mandatory to be included in the School Development Plan (SDP) as per the RTE Rules?
(A) Comprehensive class-wise student enrollment estimates projected for each academic year
(B) Exact requirement estimates regarding

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the number of additional subject teachers required
(C) Detailed physical requirements for additional classroom infrastructure and learning equipment
(D) The personal service records and confidential performance evaluation reports of teachers

109. What mechanism does the RTE Act provide for a child moving from one state to another regarding their education?
(A) The child retains an absolute right to seek transfer to any other school for completing elementary education.
(B) The child is mandatory required to clear a state-level academic entrance examination in the receiving state.
(C) The child or parent must pay a non-refundable administrative transfer processing fee to the target school.
(D) Inter-state student transfers under RTE provisions are strictly restricted exclusively to Kendriya Vidyalayas.

110. When a child requests a transfer from one school to another, the head-teacher or in-charge of the school where the child was last admitted shall immediately issue a:
(A) Character certificate
(B) Transfer certificate
(C) Migration certificate
(D) Eligibility certificate

111. If a Headmaster delays the issuance of a Transfer Certificate, what does Section 5 of the RTE Act state regarding this?
(A) The parents must file an urgent writ petition and administrative appeal before the state High Court.
(B) The delay shall not be a ground for either delaying or denying admission in the new school.
(C) The child must mandatorily remain out of school until the original transfer certificate is physically produced.
(D) The receiving destination school management is empowered to charge a daily late admission penalty fee.

112. Consider the following statements regarding the prohibition of screening procedures under Section 13 of the RTE Act:
I. Written tests for children are prohibited.
II. Interviews for parents are prohibited.
III. Verification of age documents is considered a screening procedure and is prohibited.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

113. Under the RTE guidelines for admissions in private unaided schools against the 25% quota, if the number of applicants exceeds the available seats, what is the prescribed method of selection?
(A) First-come, first-served basis
(B) Merit based on a basic literacy test
(C) Distance of residence strictly calculated to the meter
(D) Random selection method (e.g., lottery)

114. For the purpose of admission under the 25% EWS quota, what defines a child belonging to the 'weaker section'?
(A) A child whose parents officially belong to a Scheduled Caste or Scheduled Tribe social category
(B) A child whose parent or guardian's income is lower than the limit specified by the appropriate Government
(C) A child certified with benchmark physical or mental disability by an authorized government medical board
(D) A child who is officially documented as an orphan living in a state-recognized child care home

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115. A child belonging to a 'disadvantaged group' includes children belonging to Scheduled Castes, Scheduled Tribes, and:
(A) Children with benchmark physical, mental, or sensory disabilities enrolled in specialized educational institutions
(B) Socially and educationally backward classes or groups disadvantaged due to social, cultural, or economic factors
(C) Children hailing from families of low-income public sector government employees working on temporary contracts
(D) Children belonging to religious or linguistic minority communities protected under Article 30 of the Constitution

116. Which authority prescribes the academic curriculum for schools affiliated with the CBSE to comply with Section 29 of the RTE Act?

(A) NCERT
(B) NCTE
(C) SCERT
(D) NUEPA

117. Section 29(2)(f) of the RTE Act emphasizes the medium of instruction. What is the explicit directive regarding this?
(A) The medium of instruction must mandatorily be English across all elementary schools for global competition.
(B) The medium of instruction must be Hindi across all public and private institutions to promote national unity.
(C) The medium of instruction shall, as far as practicable, be in the child's mother tongue.
(D) Educational institutions retain absolute administrative discretion to choose any medium of instruction.

118. A Principal observes that a teacher regularly dictates notes from a guide book, rarely uses activities, and strictly focuses on rote memorization for exams. Which principle of Section 29(2) of the RTE Act is the teacher primarily violating?
(A) Learning through activities, discovery and exploration in a child-friendly and child-centered manner
(B) Ensuring that the medium of instruction in elementary classes is strictly imparted in the child's mother tongue
(C) Creating an empathetic environment aimed at making the child completely free of trauma, anxiety, and fear
(D) Implementing a continuous and comprehensive evaluation system to assess holistic child development regularly

119. Under the Continuous and Comprehensive Evaluation (CCE) framework mandated by RTE, 'comprehensive' refers to:
(A) Conducting formal academic assessments exclusively at the conclusion of the annual academic term
(B) Assessing both scholastic and co-scholastic areas of a child's overall growth and development
(C) Ensuring examination question papers mandate coverage of every topic in the prescribed curriculum
(D) Evaluating teacher classroom performance simultaneously alongside student academic examination scores

120. Which of the following is considered an invalid method of assessing a primary school child under the spirit of the RTE Act?
(A) Observation of the child during group work
(B) Analyzing a portfolio of the child's drawings and crafts
(C) A three-hour long, high-stakes written examination
(D) Anecdotal records maintained by the teacher

121. To operationalize the 'no-detention policy' up to Class VIII originally, and the holistic development mandate, schools shifted from a marks-based system to a:
(A) Ranking system
(B) Grading system
(C) Percentile system
(D) Credit-based choice system

122. A parent complains to the Principal that the school is not issuing a formal marksheet with ranks for Class IV, violating their right to know the child's academic standing. As per RTE principles, how should the Principal respond?
(A) Generate a customized academic marksheet containing ranks and numerical percentages to satisfy the parent.
(B) Explain that RTE mandates a fear-free evaluation framework focused on continuous progress, not competitive ranking.
(C) Formally reject the parent's complaint on the grounds that guardians have no statutory right to question pedagogy.
(D) Initiate disciplinary proceedings to suspend the student from school rolls due to parental administrative misconduct.

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123. The RTE Act, 2009 requires the appropriate Government to provide infrastructure. Which financial mechanism is primarily utilized by the Central Government to assist States in meeting RTE norms?
(A) PM POSHAN
(B) Samagra Shiksha
(C) Rashtriya Madhyamik Shiksha Abhiyan
(D) RUSA (Rashtriya Uchchatar Shiksha Abhiyan)

124. The requirement for providing a 'kitchen where mid-day meal is cooked in the school' is listed in the RTE Schedule. Under which current centrally sponsored scheme is this meal provided?
(A) PM KISAN
(B) PM POSHAN (formerly Mid-Day Meal

Scheme)
(C) ICDS
(D) Annapurna Scheme

125. The RTE Act was amended in 2012 (Right of Children to Free and Compulsory Education (Amendment) Act, 2012). Which major inclusion was made regarding children with disabilities?
(A) It completely excluded children with disabilities from mainstream public schools and mandated placement in special institutions.
(B) It included children with severe disabilities under 'disadvantaged group' and provided the option of home-based education.
(C) It mandated an entirely distinct, non-academic practical curriculum for all children with special needs across all grades.
(D) It removed the extended free education provisions up to 18 years of age, equating them with the general 6-14 age bracket.

126. Home-based education for children with severe and profound disabilities, as recognized under the 2012 RTE Amendment, aims to uphold the child's right to education when:
(A) The child's parents or legal guardians cannot afford basic non-tuition institutional expenses
(B) The nearest functional elementary school is situated at a geographical distance exceeding three kilometers
(C) The child's physical or mental condition makes it practically impossible to attend a neighbourhood school
(D) The local neighbourhood school management unlawfully denies admission to the child seeking enrollment

127. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): Madarsas, Vedic Pathshalas, and educational institutions primarily imparting religious instruction are exempt from the provisions of the RTE Act.
Reason (R): Section 1(4) and Section 2 of the Act, along with judicial interpretations, clarify that the Act does not apply to institutions imparting purely religious education.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

128. According to the RTE Act, what constitutes 'mental harassment' of a child?
(A) Assigning regular age-appropriate home learning activities according to the prescribed curriculum
(B) Requiring the child to complete routine classroom academic exercises within specified time limits
(C) Passing derogatory or humiliating remarks about the child's social background or cognitive intelligence
(D) Administering periodic formative academic assessment tests to monitor classroom learning progress

129. If a complaint regarding violation of a child's right (e.g., corporal punishment) is registered with the National Commission for Protection of Child Rights (NCPCR), the Commission exercises the powers of a:
(A) High Court under appellate jurisdiction
(B) Civil Court trying a suit under the Code of Civil Procedure
(C) Criminal Court under the CrPC
(D) Tribunal established under the Administrative Tribunals Act

130. A critical ruling by the Supreme Court in the Pramati Educational and Cultural Trust v. Union of India (2014) case established that:
(A) The RTE Act violates the basic structure doctrine and is completely unconstitutional in its entire scope and application.
(B) The 25% EWS reservation mandate does not apply to minority educational institutions (aided or unaided) under Article 30(1).
(C) State-run government schools are granted permanent statutory exemption from meeting the infrastructural norms in the Schedule.
(D) Private unaided schools possess full constitutional authority to charge arbitrary capitation fees for non-quota admissions.

131. Which Article of the Constitution did the Pramati judgment rely upon to exempt minority institutions from the RTE Act's mandate?
(A) Article 14
(B) Article 19(1)(g)
(C) Article 21A
(D) Article 30(1)

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132. Consider the following statements regarding the financial responsibilities under the RTE Act:
I. State Governments cannot refuse to implement the RTE Act citing lack of funds.
II. The Central Government is obliged to seek the reference of the Finance Commission to examine the need for additional resources to be provided to State Governments.
III. The State Government is solely responsible for raising capital for school infrastructure.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

133. Section 12(2) states that private unaided schools shall be reimbursed for EWS admissions. When is the school NOT entitled to full reimbursement?
(A) If the private school officially charges a regular tuition fee that is lower than the per-child expenditure incurred by the State.
(B) If the school is already under an obligation to provide free education due to receiving public land at concessional rates.
(C) If the admitted child belongs to a recognized linguistic minority community residing temporarily within the state jurisdiction.
(D) If the enrolled student voluntarily drops out of the educational institution prior to completing upper primary Class V education.

134. According to Delhi RTE Rules, the reimbursement to private unaided schools for EWS admissions is processed by which authority?
(A) The Directorate of Education, GNCTD
(B) The Ministry of Education, Government of India
(C) The Municipal Corporation of Delhi
(D) The CBSE

135. As per the RTE norms, 'Working Days' in a school academic year include days spent on:
(A) Instructional activities, examinations, and related academic events only
(B) Standard weekend Sundays and gazetted public holidays across the year
(C) Scheduled annual summer breaks and mid-term winter vacation periods
(D) Non-educational duties such as decennial population census operations

136. What is the prescribed Pupil-Teacher Ratio (PTR) for an upper primary school (Classes VI-VIII) if the enrollment of students is 110?
(A) 3 teachers
(B) 4 teachers
(C) 3 teachers and 1 Head Teacher
(D) 4 teachers and 1 Head Teacher

137. Which of the following correctly defines a "Child belonging to disadvantaged group" specifically in the context of the Delhi School Education Rules adapted for RTE?
(A) Any child whose parents or legal guardians earn an annual household income strictly below ₹1,00,000 per annum
(B) An orphan, a transgender child, or a child with special needs, among others notified by the Delhi Government
(C) Any child residing permanently within notified urban slum settlements, regardless of parental financial income
(D) Any child belonging strictly to officially recognized minority religious communities within the Delhi UT region

138. Consider the following actions taken by a school regarding admissions:
I. Holding a written admission test for Class 1.
II. Asking parents to submit their educational qualifications during nursery admission.
III. Conducting an interaction with the child for admission.
IV. Drawing a random lottery for admission when applications exceed seats.
Which of the above actions are prohibited under the RTE Act?
(A) I and III only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

139. If a private school conducts an interview for parents during admission, this constitutes a screening procedure. What is the fine for the first contravention?
(A) ₹10,000
(B) ₹25,000
(C) ₹50,000
(D) ₹1,00,000

140. If the same private school is caught conducting parental interviews for a second time, what is the penalty under Section 13(2) of the RTE Act?
(A) ₹25,000

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(B) ₹50,000 for each subsequent contravention
(C) Cancellation of school recognition immediately
(D) Imprisonment of the Manager for 6 months

141. The RTE Act ensures that no child is denied admission for lack of age proof. Which of the following documents is formally valid as proof of age as per the rules framed under the Act?
(A) ANM (Auxiliary Nurse Midwife) register record
(B) Anganwadi record
(C) Declaration of the age of the child by the parent or guardian
(D) All of the above

142. A child seeking admission in Class V during November (mid-session) approaches a Government school. The Principal refuses, stating the curriculum is halfway complete and the child will fail. Is the Principal's action justified under the RTE Act?
(A) No, a child cannot be denied admission even if sought subsequent to the extended period.
(B) Yes, accepting mid-session admissions severely compromises foundational institutional academic standards.
(C) Yes, but the child must mandatorily be admitted to lower Class IV to complete missed term curriculum.
(D) No, but the Principal is legally empowered to mandate a prerequisite admission test prior to enrollment.

143. Who is responsible for ensuring that the 'Special Training' provided to out-of-school children is effective and integrates them into the regular class?
(A) The Head Teacher of the school
(B) The designated District Magistrate
(C) The registered local educational NGO
(D) The biological parents of the child

144. Section 24 of the RTE Act makes it a duty of the teacher to "assess the learning ability of each child and accordingly supplement additional instructions". This statutory duty directly supports the pedagogical concept of:
(A) Standardized continuous examination and testing
(B) Formal physical punishment and corporal discipline
(C) Differentiated instruction and remedial teaching
(D) Traditional mechanical learning and rote memorization

145. Under Section 24(1)(e), teachers are mandated to hold regular meetings with parents. The primary purpose of this meeting as stated in the Act is to:
(A) Apprise parents of attendance, ability, and progress in learning of the child
(B) Discuss and mandate the collection of mandatory school development funds
(C) Persuade and convince parents to enroll the child in private coaching centers
(D) Conduct democratic elections for selecting members of the local authority

146. To facilitate the operationalization of the RTE Act, the Ministry of Education launched an integrated scheme for school education in 2018. What is the name of this scheme?
(A) Sarva Shiksha Abhiyan
(B) Samagra Shiksha
(C) Rashtriya Madhyamik Shiksha Abhiyan
(D) Nav Bharat Saksharta Karyakram

147. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): The RTE Act explicitly bans teachers from engaging in private tuition.
Reason (R): Private tuition by school teachers creates a conflict of interest, often leading to neglect of their statutory duties in the classroom and commercialization of education.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

148. Which Schedule of the RTE Act, 2009 contains the norms and standards for a school?
(A) Schedule I
(B) Schedule II
(C) The Act has only one Schedule attached to it
(D) The norms are located in the main body, not a Schedule

149. According to the Schedule of the RTE Act, what is the infrastructure requirement regarding the Head Teacher's workspace?
(A) An air-conditioned administrative office cabin

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(B) An office-cum-store-cum-Head teacher's room
(C) A completely separate building for administration
(D) A dedicated private cubicle within the staff room

150. According to the RTE norms, what is the requirement for all-weather building construction?
(A) At least one classroom for every teacher
(B) One large hall for all classes combined
(C) Classrooms can be open-air provided there is tree cover
(D) At least one classroom for every two teachers

151. The RTE Act mandates 'barrier-free access'. In the context of school infrastructure, this primarily means:
(A) Complete removal of campus perimeter entry gates or physical security guards
(B) Ramps, handrails, and accessible toilets for children with disabilities
(C) Unrestricted, complimentary high-speed internet access across the entire school campus
(D) Completely open school campus boundaries without any physical security perimeter walls

152. Consider the following statements regarding the School Management Committee (SMC) under Section 21 of the RTE Act:
I. The SMC must monitor the working of the school.
II. The SMC must monitor the utilization of grants received.
III. The SMC appoints the Head Teacher of the school.
Which of the above statements is/are correct as per Section 21 of the RTE Act?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

153. What is the prescribed term (tenure) of a School Management Committee (SMC) typically framed under State Rules?
(A) One year
(B) Two years
(C) Three years
(D) Five years

154. Under the RTE Rules, if a parent member of the SMC ceases to have a ward studying in the school during their tenure, what happens to their membership?
(A) They continue until their term expires.
(B) They are automatically elevated to the post of Chairperson.
(C) They cease to be a member of the SMC.
(D) They remain as an advisory member without voting rights.

155. If a private school charges ₹5,000 as a capitation fee for admission, what is the maximum penalty that can be imposed under the RTE Act?
(A) A flat penalty equal to the exact capitation fee charged (i.e., ₹5,000)
(B) A fixed statutory administrative penalty of five times the fee (i.e., ₹25,000)
(C) A standardized lump-sum penalty mandated by state rules (i.e., ₹50,000)
(D) Up to ten times the capitation fee charged (i.e., ₹50,000)

156. Section 22 requires the SMC to prepare a School Development Plan. This plan forms the basis for grants from the Government. Who signs and authenticates this plan?
(A) The Chairperson/Vice-Chairperson and the Convenor (Head Teacher) of the SMC
(B) The designated District Education Officer possessing local administrative jurisdiction
(C) The elected Member of Legislative Assembly representing the local constituency
(D) The senior-most faculty member serving as the primary academic supervisor of the school

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157. Which body at the national level is responsible for monitoring the implementation of the right to education as per Section 31 of the RTE Act?
(A) National Human Rights Commission (NHRC)
(B) National Council for Educational Research and Training (NCERT)
(C) National Commission for Protection of Child Rights (NCPCR)
(D) Central Bureau of Investigation (CBI)

158. A parent approaches the State Commission for Protection of Child Rights (SCPCR) alleging that their child was beaten by a teacher. Does the SCPCR have the jurisdiction to inquire into this complaint under the RTE Act?
(A) No, investigating instances of physical

assault falls strictly under the jurisdictional authority of the local police.
(B) No, the statutory mandate of SCPCR is restricted exclusively to financial administrative issues such as fee regulation.
(C) Yes, Section 31 empowers SCPCR to inquire into violations of child rights, including physical punishment and harassment.
(D) Yes, provided the corporal punishment incident occurred within a private unaided educational institution.

159. The RTE Act emphasizes 'compulsory education'. The legal obligation to ensure compulsory admission, attendance, and completion lies on:
(A) The child
(B) The parents only
(C) Civil society organizations
(D) The appropriate Government

160. Which of the following constitutional ideals is explicitly mentioned in Section 29 of the RTE Act as a basis for the curriculum?
(A) Conformity with the values enshrined in the Constitution
(B) Strict adherence to secularism and socialist principles
(C) Rapid development of an internationally competitive workforce
(D) Promotion of advanced technological supremacy in education

161. Under the RTE Act, the term 'child' means a male or female child of the age of:
(A) 3 to 6 years
(B) 6 to 14 years
(C) 6 to 18 years
(D) 5 to 15 years

162. A school Principal notices that 15 children in the 10-12 age group working at a nearby construction site have never been to school. According to the RTE Act, what is the Principal's immediate responsibility?
(A) Ignore the situation completely as the children reside outside the immediate school locality.
(B) Formally report the parents and employers to local law enforcement for illegal child labour.
(C) Admit them strictly to foundational Class I because they possess no prior formal education.
(D) Ensure they are admitted to age-appropriate classes and provided mandatory special training.

163. Regarding the minimum number of working days prescribed in the RTE Schedule, how many days are designated for an Upper Primary school (Classes VI-VIII)?
(A) 200 days
(B) 210 days
(C) 220 days
(D) 240 days

164. What is the statutory ratio for women representation in the School Management Committee (SMC)?
(A) 25%
(B) 33%
(C) 50%
(D) 75%

165. The power to issue directions for the implementation of the RTE Act to State Governments and Local Authorities is vested in:
(A) The Central Government
(B) The President of India
(C) The Supreme Court
(D) The National Advisory Council

166. Under the 2019 amendment to the RTE Act, if a State Government decides not to hold back any student in Class V and VIII even if they fail the re-examination, is this legally permissible?
(A) No, holding back a student is made legally mandatory across all states upon failing the re-examination process.
(B) Yes, the amendment specifies the appropriate Government 'may' allow detention, leaving the choice to the State.
(C) No, central statutory provisions strictly mandate uniform detention policies across all public and private schools.
(D) Yes, provided the exemption from holding back applies exclusively to students hailing from disadvantaged groups.

167. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): The RTE Act mandates that no child shall be expelled from a school till the completion of elementary education.
Reason (R): Expulsion disrupts the fundamental right to elementary education and contradicts the primary objective of universal retention.
(A) Both A and R are true and R is the correct

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explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

168. If a teacher is appointed under the RTE Act without possessing the minimum qualifications laid down by the academic authority, what condition must they fulfill?
(A) They must acquire the minimum qualifications within a period of five years.
(B) They must pay an annual penalty fine directly to the school management.
(C) They must successfully clear a mandatory departmental assessment exam every year.
(D) They are permanently exempt from qualifications if they possess ten years experience.

169. What was the deadline set by the RTE (Amendment) Act, 2017 for untrained in-service teachers to acquire the minimum requisite qualifications?
(A) 31st March 2015
(B) 31st March 2019
(C) 31st March 2020
(D) 31st March 2022

170. Which specific platform was extensively used by the Government of India to train untrained teachers to meet the 31st March 2019 deadline under the RTE Amendment?
(A) IGNOU offline classes
(B) SWAYAM portal (NIOS D.El.Ed program)
(C) DIKSHA portal
(D) SCERT physical workshops exclusively

171. A school established before the commencement of the RTE Act does not meet the PTR norms. How much time was granted under Section 25 to achieve the required PTR?
(A) Six months
(B) One year
(C) Three years
(D) Five years

172. Consider the following statements regarding the duties of local authorities under Section 9 of the RTE Act:
I. Ensure admission of children of migrant families.
II. Decide the syllabus and textbooks for classes I to VIII.
III. Provide infrastructure including school building, teaching staff, and learning equipment.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

173. Which of the following best describes the 'National Advisory Council' established under Section 33 of the RTE Act?
(A) An executive administrative council responsible for governing and operating Kendriya Vidyalaya institutions
(B) A statutory body of experts advising the Central Government on the effective implementation of the Act
(C) A specialized judicial tribunal empowered to adjudicate inter-state legal disputes regarding educational policy
(D) A high-level financial committee tasked with disbursing annual central budgetary grants to State Governments

174. Section 3 of the RTE Act provides for 'free and compulsory education'. What does 'free' specifically mean in this context?
(A) Removal of any financial barrier that prevents a child from completing elementary education
(B) Educational instruction provided exclusively by non-governmental organizations at zero charge
(C) Unconditional distribution of personal computing laptops and digital connectivity to all pupils
(D) An absolute statutory right enabling citizens to claim state-funded higher university education

175. Section 4 of the RTE Act addresses the issue of:
(A) Educational guarantees for children suffering from severe or profound physical disabilities
(B) Special training for out-of-school children admitted in age-appropriate classes
(C) Comprehensive statutory regulation and capping of tuition fee structures in private schools
(D) Structural constitution, composition, and administrative duties of School Management Committees

NODIA

176. Which of the following is NOT a prescribed duty of a teacher under Section 24 of the RTE Act?
(A) Punctuality and regular attendance
(B) Completing the curriculum in specified time
(C) Assessing learning abilities of students
(D) Maintaining the school's financial cash book

177. A teacher requests permission from the Principal to offer paid private tuitions to weak students of their own class after school hours. According to the RTE Act, the Principal must:
(A) Grant formal administrative permission on the ground that post-school coaching assists academically weak students.
(B) Grant permission provided the tutoring fee levied on participating students is strictly nominal and non-commercial.
(C) Deny permission, as Section 28 strictly prohibits school teachers from engaging in private tuition activity.
(D) Refer the teacher's formal request directly to the School Management Committee for executive deliberation and voting.

178. Consider the following infrastructural requirements specified in the Schedule of the RTE Act:
I. Separate toilets for boys and girls.
II. Safe and adequate drinking water facility.
III. A kitchen where mid-day meal is cooked in the school.
IV. An auditorium with a seating capacity of at least 500.
Which of the above are mandatory infrastructural requirements under the RTE Act?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

179. In a primary school with an enrollment of 180 students, what is the mandatory requirement of teachers as per the RTE Act Schedule?
(A) 5 teachers
(B) 6 teachers
(C) 5 teachers and 1 Head Teacher
(D) 6 teachers and 1 Head Teacher

180. If an Upper Primary School has an enrollment of 105 children, what is the minimum teaching staff required as per the RTE Schedule?
(A) 3 teachers
(B) 3 teachers and 1 Head Teacher
(C) 4 teachers
(D) 4 teachers and 1 part-time instructor

181. Under the Right to Education Act, who is legally designated to ensure that the child belonging to a weaker section is not disadvantaged in the pursuit of elementary education?
(A) The child's parents
(B) Non-Governmental Organisations
(C) The appropriate Government
(D) The National Human Rights Commission

182. A recognized private unaided school claims it is exempt from the 25% EWS reservation under Section 12(1)(c) because it does not receive any grants from the government. Is the school's claim legally valid?
(A) Yes, private unaided educational institutions possess absolute administrative autonomy regarding student admissions.
(B) No, Section 12(1)(c) mandates unaided private schools to admit 25% children from weaker sections and disadvantaged groups.
(C) Yes, statutory reservation mandates under Section 12(1)(c) apply exclusively to government and state-aided institutions.
(D) No, private unaided schools are statutorily required to reserve a higher fifty percent quota for disadvantaged groups.

183. Which authority is tasked with inquiring into complaints regarding the violation of a child's right to free and compulsory education at the state level?
(A) The State Administrative Tribunal
(B) The High Court
(C) The Lokayukta
(D) The State Commission for Protection of Child Rights (SCPCR)

184. Under Section 15 of the RTE Act, a child can be admitted to a school:
(A) At the commencement of the academic year or within the extended period, and even after that, admission cannot be denied.
(B) Exclusively up to the fixed statutory deadline of 30th September of the ongoing academic session, after which entry is barred.
(C) Strictly at the formal commencement of the annual academic session, prohibiting any mid-year or delayed enrollment requests.
(D) At any point during the academic year, provided the student's parents pay a prescribed late administrative admission fee.

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185. A parent files a complaint that the neighborhood government school is demanding a 'building fund' donation before admitting their child in Class III. Which Section of the RTE Act is being violated?
(A) Section 10
(B) Section 13
(C) Section 16
(D) Section 21

186. As per Section 32 of the RTE Act, any person having a grievance relating to the right of a child under the Act may make a written complaint to:
(A) The local authority having jurisdiction
(B) The Chief Minister's Office of the State
(C) The designated National Advisory Council
(D) The Supreme Court of India sitting in New Delhi

187. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): The Right to Education Act does not apply to children in the age group of 3 to 6 years, as they are not covered under the primary 6-14 age bracket.
Reason (R): Section 11 of the RTE Act merely states that the appropriate Government 'may' make arrangements for pre-school education, making it a directive rather than a justiciable fundamental right.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

188. Which document is explicitly stated as not being a prerequisite for admission in a school under the RTE Act?
(A) Proof of identity of the parents
(B) Transfer Certificate (TC)
(C) Aadhaar card
(D) Proof of age

189. According to Section 5 of the RTE Act, if a child is unable to complete their elementary education in one school, they have the right to seek transfer to:
(A) Exclusively to another government-owned or state-run public elementary school within the same state
(B) Any recognized private international school operating under foreign educational board affiliations
(C) Any other school, excluding specified category and unaided private schools (unless under 25% quota)
(D) Any private unaided school with a mandatory complete fee waiver guaranteed by the local authority

190. What penalty does the RTE Act prescribe for a Head Teacher who deliberately delays the issuance of a Transfer Certificate to a student?
(A) Imposition of a mandatory monetary fine of ₹10,000
(B) Disciplinary action under the applicable service rules
(C) Summary criminal imprisonment for a period of one month
(D) Immediate administrative termination of employment service

191. Who provides the 'Special Training' to out-of-school children admitted in age-appropriate classes?
(A) Specially deployed teachers or teachers of the school
(B) Senior student mentors belonging to higher classes
(C) The biological parents or legal guardians at home
(D) External private tutors hired and paid by parents

192. Consider the following statements regarding the curriculum under Section 29 of the RTE Act:
I. It must aim at the all-round development of the child.
II. It must focus on building up the child's knowledge, potentiality, and talent.
III. It must mandate rigid competitive examinations to prepare children for the future.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

193. The RTE Act defines 'appropriate Government' in relation to a school established, owned, or controlled by the Central Government (like Kendriya Vidyalayas) as:
(A) The State Government where the school is located

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(B) The Central Government
(C) The Local Authority
(D) The Union Territory administration

194. In relation to schools established within the territory of Delhi, the 'appropriate Government' under the RTE Act is:
(A) The Central Government acting through the Ministry of Education
(B) The Municipal Corporation of Delhi serving local administration
(C) The Administrator of the Union Territory (Lieutenant Governor)
(D) The New Delhi Municipal Council presiding over local urban governance

195. Section 2(n) defines four categories of schools. Which of the following is NOT one of the defined categories?
(A) A school established by the appropriate Government
(B) An aided school receiving grants
(C) A specified category school (e.g., KV, JNV)
(D) A religious seminary (e.g., Gurukul, Madarsa)

196. A child finishes Class VIII in a government school. The child demands a certificate of completion of elementary education. As per the RTE Act, the Principal should:
(A) Tell the child that certificates are only issued after passing Class X board exams.
(B) Issue a certificate in the format and manner prescribed by the appropriate Government.
(C) Levy and charge a nominal administrative fee prior to issuing the completion certificate.
(D) Direct and refer the child to submit an application to the CBSE regional board office.

197. One of the common criticisms of the RTE Act's implementation is its heavy focus on:
(A) Overemphasizing student learning outcomes while neglecting baseline school infrastructure
(B) Input norms (infrastructure, PTR) rather than strictly ensuring quality learning outcomes
(C) Prioritizing practical vocational education training over core foundational academic subjects
(D) Mandating severe, high-stakes formal testing and competitive examinations at the primary level

NODIA

198. A private unaided school is seeking reimbursement from the State Government for children admitted under the 25% EWS quota. The school charges ₹20,000 per child annually, while the State Government's per-child expenditure in public schools is ₹15,000. How much reimbursement per child is the school entitled to under Section 12(2)?
(A) ₹20,000
(B) ₹15,000
(C) ₹17,500 (average of both)
(D) Zero, private schools are not reimbursed.

199. Section 25 of the RTE Act mandates the Pupil-Teacher Ratio (PTR). It also states that for maintaining this ratio, no teacher posted in a school shall be made to serve in any other school or office or deployed for any non-educational purpose (with certain exceptions). This clause was included primarily to curb the practice of:
(A) Chronic teacher absenteeism and unauthorized leave of absence
(B) Arbitrary attachment and deputation of teachers by administrative authorities
(C) Commercial private tuition classes conducted by government school teachers
(D) Physical corporal punishment and administrative harassment of students

200. The National Education Policy (NEP) 2020 recommended the extension of the Right to Education framework to cover which age group?
(A) 3 to 18 years
(B) 6 to 14 years (retaining the status quo)
(C) 0 to 18 years
(D) 6 to 16 years

ANSWERS

1. (B) 86th Amendment Act, 2002
The Constitution Eighty-Sixth Amendment Act of 2002 inserted Article 21A into the Constitution of India to make free and compulsory education a fundamental right for children between six and fourteen years of age. This landmark constitutional amendment provided the necessary foundational authority and mandate for Parliament to subsequently enact the Right to Education Act in 2009.

2. (C) Mohini Jain v. State of Karnataka
In the landmark 1992 Mohini Jain versus State of Karnataka case, the Supreme Court of India declared that the right to education flows directly from the right to life under Article 21. The judiciary held that human dignity cannot be realized without education, laying the foundational legal jurisprudence that ultimately paved the way for the Eighty-Sixth Constitutional Amendment Act.

3. (C) April 1, 2010
Although the Right of Children to Free and Compulsory Education Act received presidential assent in August 2009, it officially came into force across India on April 1, 2010. This historical enforcement transformed education into a legally enforceable fundamental right, placing a statutory obligation on the state to guarantee primary schooling for children aged six to fourteen years.

4. (D) Tapas Majumdar Committee
The Tapas Majumdar Committee was constituted by the Union Government in 1999 to estimate the financial resources needed to operationalize the fundamental right to free and compulsory elementary education. The committee estimated an investment of approximately 1.37 lakh crore rupees over ten years, providing crucial fiscal framework analysis that informed subsequent legislative drafting for universal educational entitlement.

5. (C) 7 Chapters and 38 Sections
The Right of Children to Free and Compulsory Education Act of 2009 is organized into seven distinct chapters containing thirty-eight sections, alongside a supplementary schedule. This legal structure comprehensively details provisions ranging from right entitlements, school norms, teacher obligations, curriculum guidelines, to monitoring mechanisms designed to operationalize universal elementary schooling throughout the nation.

6. (C) Appropriate Government and Local Authorities
Under the statutory provisions of the Right to Education Act, the duty to ensure compulsory education is legally cast upon the appropriate government and local authorities. Compulsory education implies the statutory obligation of the state to provide free elementary education and ensure compulsory admission, attendance, and completion of elementary schooling for every child aged six to fourteen.

7. (A) Both A and R are true and R is the correct explanation of A
The legislation intentionally avoids penalizing parents or children for non-attendance to prevent penalizing vulnerable socio-economic families. Instead, the statutory burden of ensuring universal admission, regular attendance, and successful completion of elementary education is placed entirely upon the appropriate government and local authorities, making the state legally accountable for providing and maintaining accessible public schooling infrastructure.

8. (B) Class I to Class VIII
Under Section 2 of the Right to Education Act, elementary education is explicitly defined as the academic instruction imparted from Class I to Class VIII. This statutory definition encompasses eight years of formal schooling, typically covering children between six and fourteen years of age, split into primary stage and upper primary stage across recognized educational institutions.

9. (B) Providing mid-day meals to all children up to Class VIII
While mid-day meal programs operate in schools under national welfare schemes, providing mid-day meals is not explicitly stated as an primary objective or guiding principle within

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the statutory text of the Right to Education Act. The law primarily focuses on guaranteeing structural rights, non-discrimination, physical safety, qualified teaching staff, and accessible neighbourhood primary school facilities.

10. (B) II, III and IV only
Section 12 of the Right to Education Act mandates aided, specified category, and private unaided non-minority schools to reserve at least twenty-five percent of seats in entry-level classes for children from weaker sections and disadvantaged groups. Government schools are excluded from this specific seat quota requirement because they already provide completely free elementary education to all enrolled children.

11. (D) Absence of any fee, charge, or expense preventing pursuit and completion of elementary education
Section 3 of the Right to Education Act defines free education as ensuring that no child shall be liable to pay any fee, charge, or expense that might prevent them from pursuing and completing elementary education. This broad financial protection covers tuition, textbooks, learning materials, and uniforms, removing economic barriers to universal school access and retention.

12. (B) I and II only
The Right to Education Act covers children aged six to fourteen years for general elementary education, extended up to eighteen years for children with benchmark disabilities under disability legislation. Official age determination relies on birth certificates, hospital records, Anganwadi records, or parental declarations, ensuring no child is denied school admission solely due to the lack of an official birth certificate.

13. (C) Determine the age on the basis of any other document prescribed, and not deny admission
Section 14 of the Right to Education Act explicitly mandates that no child shall be denied admission to a school due to the absence of a birth certificate. In such circumstances, the child's age is determined through alternative prescribed documents such as Anganwadi records, hospital notes, or parental declarations, enabling immediate school entry without administrative delay.

14. (D) Rights of Persons with Disabilities (RPWD) Act, 2016
The Right to Education statutory framework integrates provisions with disability legislation to ensure inclusive educational access. The Rights of Persons with Disabilities Act of 2016 defines benchmark disabilities and guarantees free education for children with disabilities in an appropriate environment until they reach eighteen years of age, extending beyond the general fourteen-year threshold applicable to non-disabled children.

15. (A) The child retains the right to free education until completing elementary education in the school.
Section 3 of the Right to Education Act explicitly protects children who enter school late or experience delayed academic progress. If a child exceeds fourteen years of age prior to finishing Class VIII, they retain an enforceable statutory right to continue receiving free education in the school until the complete course of elementary education is fully finished.

16. (B) It specifies that the appropriate Government may make provisions for providing free pre-school education for children above three years.
Section 11 of the Right to Education Act contains a discretionary provision regarding early childhood care. It states that the appropriate government may make necessary arrangements for providing free pre-school education for children above three years of age to prepare them for elementary education, establishing a supportive policy framework rather than an enforceable fundamental right requirement.

NODIA

17. (D) The appropriate Government and the local authority
Section 6 of the Right to Education Act mandates that the appropriate government and local authority hold the statutory legal responsibility for establishing neighbourhood schools where such educational infrastructure is lacking. This statutory mandate ensures that physical educational facilities are systematically set up within accessible geographical distances to serve all local residential areas and communities effectively.

18. (D) I, II, III and IV
Under statutory rules, primary schools must exist within one kilometer and upper primary

schools within three kilometers walking distance. In sparsely populated or difficult geographical terrains, authorities can either adjust distance standards or provide free transportation, escort arrangements, or residential school facilities, guaranteeing that physical remoteness never prevents children from accessing free elementary educational facilities.

19. (D) Providing transport/escort facilities or residential schools
In small habitations where opening a formal school is not financially or logistically viable due to low population density, the statutory guidelines direct state authorities to provide free transport services, escort arrangements, or residential facilities. This ensures uninterrupted physical access to education for children living in remote areas without compromising established institutional structural norms.

20. (C) Three years
Section 6 of the Right to Education Act specified a mandatory timeframe of three years from the enforcement of the legislation for the appropriate government and local authorities to establish neighbourhood schools in habitations where no such educational facilities existed, ensuring rapid nationwide expansion of primary and upper primary educational infrastructure.

21. (C) Section 8
Section 8 of the Right to Education Act explicitly details the statutory duties of the appropriate government. These duties include providing free and compulsory elementary education, ensuring school availability, preventing discrimination against vulnerable groups, maintaining educational quality, providing infrastructure, training teaching personnel, and ensuring timely implementation of all operational provisions outlined within the legislation.

22. (D) Admit the child to Class VI based on their age and arrange for special training
Section 4 of the Right to Education Act mandates age-appropriate admission for out-of-school or dropped-out children. An eleven-year-old child must be admitted directly into Class VI corresponding to their age bracket. To assist the child in coping academically, the school administration must provide structured special training designed to bring them up to class learning standards.

23. (D) The appropriate Government
Under Section 8 of the Right to Education Act, ensuring the provision of good quality elementary education conforming to the standards and norms specified in the Schedule is a statutory duty cast upon the appropriate government. This includes supplying adequate teaching personnel, physical infrastructure, learning materials, and ensuring proper pedagogical implementation across all recognized educational institutions.

24. (A) A child whose parents' annual income is above the specified taxable limit
Section 2 of the Right to Education Act distinguishes between disadvantaged groups and weaker sections. Disadvantaged groups include Scheduled Castes, Scheduled Tribes, socially and educationally backward classes, and children with special needs suffering social or cultural disadvantage. Higher income background excludes a child from this statutory category, placing them outside the defined disadvantaged group framework.

25. (C) The Local Authority
Section 9 of the Right to Education Act explicitly assigns the responsibility of maintaining records of all children residing within its territorial jurisdiction, from birth until fourteen years of age, to the local authority. This continuous census tracking ensures proper monitoring of school enrollment, attendance, retention, and identification of out-of-school children for timely academic interventions.

26. (D) State Legislative Assembly
Under Section 2 of the Right to Education Act, a local authority is defined as a Municipal Corporation, Municipal Council, Zila Parishad, Nagar Panchayat, Panchayat, or Cantonment Board exercising administrative control over local civil matters. State Legislative Assemblies are state-level legislative bodies and do not fall under the statutory definition of a local executive administrative authority.

27. (A) Both A and R are true and R is the correct explanation of A
While education lies on the Concurrent List of the Constitution, operational school administration and maintenance under the Right to Education Act are decentralized. The Central Government provides policy frameworks, curriculum support, and shared funding, while day-to-day governance,

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school operation, teacher deployment, and administrative execution fall directly under the jurisdiction of state governments and local authorities.

28. (B) Section 10
Section 10 of the Right to Education Act lays down the statutory duty of every parent or legal guardian to admit or cause to be admitted their child or ward to elementary education in a neighbourhood school. This legal provision establishes parental responsibility as a supporting foundation for achieving universal elementary school enrollment across the country.

29. (D) There is no penal provision for parents in the RTE Act
Although Section 10 outlines the moral and civic duty of parents to send their children to school, the legislation intentionally includes no penal sanctions, fines, or criminal liabilities for non-compliance. The legal framework avoids punishing socio-economically marginalized parents, focusing entirely on placing enforceable legal obligations on state authorities to provide accessible, supportive education.

30. (A) Admission must be given in Class I or pre-school only
Section 12 of the Right to Education Act mandates private unaided schools to reserve twenty-five percent of their entry-level capacity for children belonging to weaker sections and disadvantaged groups. This admission obligation applies specifically at Class I level, or at the pre-school entry stage if the institution operates attached pre-primary classes prior to primary education.

31. (D) The per-child expenditure incurred by the State or actual school fee, whichever is lower
Section 12 of the Right to Education Act mandates that private unaided schools providing mandatory free admissions under the twenty-five percent reservation quota shall be reimbursed by the state. The reimbursement amount is calculated based on the official per-child expenditure incurred by the state government in public schools or the actual school tuition fee, whichever amount is lower.

32. (C) I and III only
Minority educational institutions protected under Article 30 are completely exempt from the twenty-five percent mandatory reservation clause. Additionally, private institutions that received land concessions subject to free education obligations cannot claim state reimbursement under the Right to Education Act. However, specified category schools like Kendriya Vidyalayas are fully required to comply with reservation mandates.

33. (C) Society for Unaided Private Schools of Rajasthan v. Union of India
In the landmark case of Society for Unaided Private Schools of Rajasthan versus Union of India in 2012, the Supreme Court upheld the constitutional validity of Section 12 of the Right to Education Act. The court affirmed that reserving twenty-five percent seats in private unaided non-minority schools for disadvantaged children represents a reasonable social restriction.

34. (D) Any selection method requiring the child or parents to undergo an interview or written test
Section 13 of the Right to Education Act strictly prohibits any screening procedure during admissions. Screening is defined as any selection method that subjects a child or their parents to an interview, written test, oral interaction, or academic assessment. Admissions must be non-discriminatory, and random draw of lots must be used when application numbers exceed capacity.

35. (A) ₹25,000 for the interview + ₹1,00,000 for the capitation fee
Under Section 13 of the Right to Education Act, charging a capitation fee attracts a penalty up to ten times the amount charged, equaling one lakh rupees. Conducting screening interviews carries a maximum statutory fine of twenty-five thousand rupees for the first violation, making the cumulative fine twenty-five thousand plus one lakh rupees.

36. (B) Any donation, contribution, or payment other than the fee officially notified by the school
Section 2 of the Right to Education Act defines a capitation fee as any payment, donation, contribution, or financial demand collected by an educational institution, directly or indirectly, other than the fee officially declared and notified in its published prospectus. The legislation explicitly outlaws such financial extractions to keep elementary school entry equitable.

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37. (A) An affidavit sworn by the parent is not acceptable as proof of age under any circumstances.
Section 14 of the Right to Education Act specifies that age determination for school admission relies on official birth certificates or alternative prescribed documents, including parental affidavits. The statutory framework explicitly prohibits denying admission to any child due to a lack of age proof, ensuring administrative documentation requirements never impede access to free elementary education.

38. (A) No, a child shall be admitted during or after the extended period and cannot be denied admission.
Section 15 of the Right to Education Act dictates that a child shall be admitted to a school at the beginning of the academic year or within the extended period. Crucially, the law mandates that no child shall be denied admission even if such admission is sought after the extended period, guaranteeing year-round access to schooling.

39. (C) Holding back any child in any class or expelling them till the completion of elementary education.
Section 16 of the Right to Education Act originally enacted a strict no-detention policy. This statutory provision mandated that no child admitted to a school could be held back in any class or expelled from school until completing elementary education, aiming to eliminate academic failure anxiety, dropouts, and psychological stress in young learners.

40. (A) Regular examination will be held in Class V and Class VIII at the end of the academic year.
The Right of Children to Free and Compulsory Education Amendment Act of 2019 modified Section 16 by permitting regular examinations at the end of Class V and Class VIII. This amendment empowered appropriate governments to allow schools to detain students who fail re-examinations, moving away from the absolute no-detention policy previously mandated across elementary grades.

41. (D) Provide additional instruction and grant a re-examination within two months
Under the amended Section 16 of the Right to Education Act, if a student fails the regular examination held in Class V or Class VIII, the school must immediately provide targeted additional instruction. The institution is required to conduct a re-examination for the student within a period of two months from the date of result declaration.

42. (A) The Principal may hold the child back in Class VIII, as permitted by the appropriate Government.
Following the 2019 statutory amendment to Section 16, if a child fails the re-examination conducted for Class V or Class VIII, the appropriate government may allow the educational institution to hold the student back in that class. The decision depends on state policy regulations adopted under the amended provisions governing elementary school academic progression.

43. (B) No, the Act maintains that no child shall be expelled from school till completing elementary education.
Even after the 2019 amendment permitted detention in Class V and Class VIII upon failing re-examinations, the statutory bar on expulsion remains intact. The Right to Education Act strictly specifies that no child shall be expelled from school until completing elementary education, preserving every child's fundamental right to remain enrolled in school.

44. (B) Disciplinary action under the service rules applicable to such person
Section 17 of the Right to Education Act explicitly prohibits subjecting any child to physical punishment or mental harassment. If a teacher contravenes this statutory provision, they are liable to disciplinary action under the service rules applicable to them, ensuring administrative accountability and creating a safe, trauma-free learning environment in all schools.

45. (C) Five teachers
According to the Schedule of the Right to Education Act, primary schools with enrollment between 121 and 150 students require five regular teachers to maintain the prescribed pupil-teacher ratio of 30:1. A separate Head Teacher becomes mandatory only when student enrollment exceeds 150, making five teachers the exact statutory requirement for 140 enrolled students.

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46. (B) Above 150 children
The Schedule attached to the Right to Education Act specifies that in primary schools (Classes I to V), when total student enrollment exceeds 150 children, the school is statutorily required to appoint a dedicated full-time Head Teacher in addition to five regular teachers, ensuring adequate administrative leadership alongside effective classroom teaching management.

47. (C) A is true but R is false
The Right to Education Schedule specifies that if primary school enrollment exceeds 200 children, the pupil-teacher ratio, excluding the Head Teacher, can be relaxed up to 40:1. However, this relaxation is a pragmatic administrative adjustment for high-density schools, not an endorsement of larger classrooms based on theoretical economies of scale in primary educational instruction.

48. (B) At least one teacher for every 35 children
The Schedule of the Right to Education Act prescribes a pupil-teacher ratio of at least one teacher for every thirty-five children in upper primary schools (Classes VI to VIII). Additionally, upper primary schools must provide subject-specific teachers for science and mathematics, social studies, and languages to ensure effective specialized curriculum delivery.

49. (C) Art Education, Health and Physical Education, and Work Education
According to the Schedule of the Right to Education Act, when student enrollment in an upper primary school exceeds 100, the school must appoint part-time instructors for Art Education, Health and Physical Education, and Work Education. This requirement ensures holistic co-curricular development alongside formal academic subjects in upper primary classes.

50. (A) 200 days and 220 days
The Schedule of the Right to Education Act establishes statutory minimums for working days per academic year. Primary schools (Classes I to V) are required to operate for at least 200 working days, while upper primary schools (Classes VI to VIII) must operate for a minimum of 220 working days annually to complete curriculum requirements.

51. (C) 1000 hours
The Schedule attached to the Right to Education Act mandates a minimum of 1000 instructional hours per academic year for upper primary classes (Classes VI to VIII). In contrast, primary classes (Classes I to V) require a minimum of 800 instructional hours annually, ensuring sufficient formal teaching time for advanced elementary concepts.

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52. (B) I and II only
Under the Schedule of the Right to Education Act, every teacher is statutorily mandated to devote at least forty-five teaching hours per week. These weekly hours comprehensively include both actual classroom instructional hours and dedicated preparation time. The weekly hour requirement remains uniform across both primary and upper primary level teaching staff.

53. (D) An air-conditioned computer laboratory
The Schedule of the Right to Education Act specifies mandatory infrastructure standards, including all-weather school buildings, separate toilets for boys and girls, safe drinking water, barrier-free access, play equipment, and library facilities. An air-conditioned computer laboratory is not listed as a statutory requirement, though basic educational infrastructure must be universally maintained.

54. (B) ₹1,00,000 initially, and ₹10,000 for each day the contravention continues
Section 18 of the Right to Education Act stipulates that establishing or running a school without obtaining a formal certificate of recognition from the designated authority invites a financial penalty up to one lakh rupees. Continued operation after fine imposition attracts an additional daily fine of up to ten thousand rupees while non-compliance persists.

55. (B) Withdraw recognition in writing after giving a reasonable opportunity of being heard
Section 18 of the Right to Education Act provides that if a recognized school violates prescribed conditions or fails to maintain mandated norms, the competent authority may withdraw recognition. The withdrawal order must be issued in writing after giving the school management a fair and reasonable opportunity of being heard through proper notice.

56. (D) They are directed to be admitted to a neighbourhood school.
Under Section 18 of the Right to Education Act, when an educational institution's statutory recognition is withdrawn, the local authority must ensure that all enrolled students are promptly redirected and admitted to nearby functional neighbourhood schools. This administrative safeguard prevents any disruption to the children's fundamental right to continuous elementary education.

57. (A) Unaided schools not receiving any kind of aid or grants
Section 21 of the Right to Education Act requires government, government-aided, and specified category schools to constitute a School Management Committee. Private unaided schools not receiving government aid are explicitly exempted from forming this committee, maintaining institutional administrative autonomy while complying with other overall statutory obligations under the legislation.

58. (A) I, II and III only
Section 21 mandates that at least seventy-five percent of School Management Committee members must be parents or guardians, with proportionate representation for weaker sections. Additionally, fifty percent of total members must be women. Local politicians like MPs or MLAs are not ex-officio chairpersons, as leadership is elected among parent representatives within the committee structure.

59. (A) Prepare and recommend a School Development Plan (SDP)
Under Section 22 of the Right to Education Act, a primary function of the School Management Committee is preparing and recommending a comprehensive School Development Plan. This plan details infrastructural, financial, and institutional requirements, serving as the official basis for government planning, resource allocations, and developmental grants for the school.

60. (B) Grants to be made by the appropriate Government or local authority
Section 22 of the Right to Education Act specifies that the School Development Plan prepared by the School Management Committee forms the official foundation for grants and budgetary funds disbursed by the appropriate government or local authority. This mechanism ensures participatory planning and objective resource distribution based on documented institutional requirements.

61. (D) An academic authority authorized by the Central Government
Section 23 of the Right to Education Act provides that minimum qualifications for teacher appointment are laid down by an academic authority officially notified by the Central Government. The Central Government designated the National Council for Teacher Education as this authorized national body to standardize professional qualification criteria across all states.

62. (C) It is a violation, as the candidate must possess minimum qualifications prescribed by the academic authority.
Under Section 23 of the Right to Education Act, all teachers appointed in primary and upper primary schools must possess the minimum professional qualifications specified by the authorized academic authority. Hiring an uncredentialed individual, regardless of advanced non-pedagogical degrees or management approval, violates statutory compliance requirements binding across public and private educational institutions.

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63. (B) I, II and III only
Section 24 of the Right to Education Act lists statutory duties of teachers, including maintaining punctuality, completing the full curriculum within specified periods, assessing learning abilities, and offering supplementary instruction. Teachers are not responsible for collecting local cesses or taxes, as financial tax collection falls strictly outside educational professional duties defined by law.

64. (A) The service rules applicable to the teacher
Section 24 of the Right to Education Act specifies that if a teacher defaults in performing their statutory duties, disciplinary action shall be initiated against them under the service rules applicable to their employment. This ensures administrative accountability through standard employer disciplinary procedures while protecting service rights under civil employment regulations.

65. (D) Pulse Polio immunization drives
Section 27 of the Right to Education Act strictly prohibits deploying teachers for non-educational duties. The statute permits only three explicit exceptions: decennial population census, disaster relief duties, and duties relating to elections to local authorities, state legislatures, and Parliament. Immunization drives like Pulse Polio are not exempted, making teacher deployment for them illegal.

66. (D) All teachers covered under the ambit of the Act across all school categories
Section 28 of the Right to Education Act imposes a comprehensive prohibition stating that no teacher shall engage in private tuition or private teaching activities. This statutory prohibition applies universally to all teachers working in schools covered under the legislation, aiming to prevent commercialization and ensure full teacher dedication to regular school duties.

67. (C) A is true but R is false
Section 29 mandates curriculum formulation aimed at holistic child development, building knowledge, potentiality, and talent. However, the law explicitly promotes child-centered, activity-based learning in the child's mother tongue wherever practical, rejecting rigid centralized syllabi or high-stakes examination models to allow flexible, contextual, and stress-free educational growth.

68. (A) Conformity with the values enshrined in the Constitution
Section 29 of the Right to Education Act dictates that the academic authority, while formulating curriculum and evaluation procedures, must ensure strict conformity with values enshrined in the Constitution of India. This includes fostering democracy, equality, social justice, secularism, national integration, and respect for fundamental human rights among elementary school students.

69. (A) Learning through activities, discovery, and exploration in a child-friendly manner
Section 29 of the Right to Education Act stresses making education trauma-free and child-friendly. It explicitly directs academic authorities to design learning through activities, hands-on discovery, and exploration. This pedagogical approach removes anxiety, fear, and emotional stress, encouraging self-directed learning and overall personality development during foundational schooling years.

70. (C) Section 29
Section 29 of the Right to Education Act provides the statutory mandate for Continuous and Comprehensive Evaluation. It requires the designated academic authority to establish evaluation procedures that continuously assess a child's understanding, application skills, and holistic progress across scholastic and co-scholastic domains throughout the elementary educational cycle.

71. (B) Class VIII
Section 30 of the Right to Education Act explicitly mandates that no child shall be required to pass any formal Board examination until the completion of elementary education, which finishes at Class VIII. This statutory safeguard shields young students from early academic stigmatization, standardized test pressure, and public examination stress.

72. (B) I and III only
Section 30 of the Right to Education Act provides that every child completing elementary education shall be awarded a formal completion certificate. The format and issuance procedure are prescribed by the appropriate government. The law forbids requiring students to clear centralized board exams for this certificate, emphasizing continuous internal evaluation completion instead.

73. (D) The National Commission for Protection of Child Rights (NCPCR) and State Commissions (SCPCR)
Section 31 of the Right to Education Act designates the National Commission for Protection of Child Rights and State Commissions for Protection of Child Rights as statutory monitoring bodies. These commissions are empowered to evaluate safeguards, examine complaints, and inquire into violations of rights guaranteed under the Act to ensure effective implementation nationwide.

74. (B) The Local Authority having jurisdiction
Section 32 of the Right to Education Act specifies that any person desiring to submit a grievance regarding a child's right under the Act should file a written complaint directly with the local authority having territorial jurisdiction. The local authority must review, investigate,

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and decide upon the grievance within a period of three months.

75. (A) The State Commission for Protection of Child Rights
Under Section 32 of the Right to Education Act, any person aggrieved by the executive decision or order passed by the local authority regarding an educational complaint can file an appeal. The designated appellate forum is the State Commission for Protection of Child Rights, or the prescribed state appellate authority where no commission exists.

76. (B) To advise the Central Government on effective implementation of the provisions of the RTE Act
Section 33 of the Right to Education Act provides for establishing a National Advisory Council. The council's primary statutory function is to advise the Central Government on effective implementation of provisions, sharing expert guidance on policy formulation, structural reforms, educational standards, and child welfare strategies across the national elementary education system.

77. (B) 15 members
Under Section 33 of the Right to Education Act, the National Advisory Council constituted by the Central Government consists of a maximum of fifteen members. These members are drawn from experts in elementary education, child development, and civil society, providing specialized guidance for effective policy implementation and legal compliance.

78. (C) Section 35
Section 35 of the Right to Education Act empowers the Central Government to issue binding guidelines and administrative directions to appropriate governments and local authorities for implementing the Act. State authorities and school administrators are legally obligated to comply with executive orders and directives issued under this statutory power.

79. (A) An officer authorized by the appropriate Government
Section 36 of the Right to Education Act provides that no prosecution for offences punishable under the Act, such as levying capitation fees or running unrecognised schools, shall be instituted without prior sanction. This statutory sanction must be granted by an officer authorized in writing by the appropriate government.

80. (A) The Central Government, State Government, Local Authority, or SMC
Section 37 of the Right to Education Act provides legal protection for actions taken in good faith. It shields the Central Government, State Governments, National and State Commissions, Local Authorities, School Management Committees, and authorized officials from suits or legal prosecution for actions performed in good faith under the statutory provisions.

81. (C) The Appropriate Government
Section 38 of the Right to Education Act confers subordinate legislative power upon the appropriate government to make statutory rules for carrying out the provisions of the Act. Both the Central Government and State Governments, as appropriate authorities within their respective jurisdictions, frame detailed operational rules under this section.

82. (C) The child must be provided special training to enable them to be at par with peers in the class.
Section 4 of the Right to Education Act states that when an out-of-school child is admitted to an age-appropriate class, they have the statutory right to receive special training. This academic training is designed to bridge foundational learning gaps, enabling the child to integrate smoothly with peers in regular classroom learning activities.

83. (A) Specially designed, age-appropriate learning material approved by the academic authority
According to rules framed under the Right to Education Act, special training for age-appropriately admitted out-of-school children must be based on specially designed, age-appropriate learning materials. These remedial instructional materials are formally prepared and approved by the designated state academic authority to accelerate baseline skill acquisition efficiently.

84. (B) Three months
Rules under the Right to Education Act specify that the statutory minimum duration for special training provided to out-of-school children admitted into age-appropriate classes is three months. This initial three-month remedial

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instruction phase helps newly admitted students adapt to grade-level concepts and formal institutional classroom environments.

85. (C) Two years
Under the Right to Education Rules, while the minimum duration for special training for age-appropriately admitted out-of-school children is three months, it can be extended based on individual student needs. The maximum permissible duration for providing this remedial instruction is two years, ensuring comprehensive preparation before full regular academic integration.

86. (A) Shared between Central and State governments based on a periodically revised ratio under Samagra Shiksha.
Section 7 of the Right to Education Act provides that financial responsibilities for implementing the law are shared concurrently between the Central and State Governments. Funding allocations, including infrastructure and teacher deployment grants, are disbursed through integrated flagship schemes like Samagra Shiksha according to established formulaic sharing ratios revised periodically.

87. (A) Both A and R are true and R is the correct explanation of A
Originally, Section 1 of the Right to Education Act excluded the State of Jammu and Kashmir due to Article 370. Following the enactment of the Jammu and Kashmir Reorganisation Act of 2019, Central legislations became directly applicable to the Union Territory, extending full statutory RTE applicability across the entire region.

88. (A) Grants-in-aid of revenues as determined in consultation with the State Government
Section 7 of the Right to Education Act requires the Central Government to provide state governments with necessary grants-in-aid of revenues to support policy implementation. The central authority consults state governments to determine financial percentages, ensuring adequate fiscal support for maintaining school infrastructure, staffing, and educational entitlements across regions.

89. (C) Establishing neighborhood schools in every village
Under Sections 6, 7, and 8 of the Right to Education Act, establishing neighbourhood schools in local habitations is the direct statutory duty of local authorities and state governments. The Central Government provides national frameworks, teacher qualification standards, technical resources, and shared financial grants rather than constructing local physical schools directly.

90. (C) A gazette notification under Section 23 of the RTE Act
Under Section 23 of the Right to Education Act, the Central Government formally designated the National Council for Teacher Education as the national academic authority for prescribing teacher qualification standards. This legal designation was executed through an official Central Gazette notification, giving statutory binding force to teacher eligibility norms nationwide.

91. (B) CBSE
To ensure high quality standards in elementary teaching staff under Right to Education directives, passing the Teacher Eligibility Test was made mandatory. The Central Board of Secondary Education is officially tasked by the Ministry of Education to conduct the Central Teacher Eligibility Test annually for candidate teachers across India.

92. (B) I and II only
Section 13 prohibits capitation fees and screening procedures during school admissions, while Section 17 strictly bans physical punishment and mental harassment of children. Section 28 prohibits private tuition by teachers. Detention and expulsion prohibitions were originally codified under Section 16, making the third pair incorrectly matched.

93. (B) No, institutional remedial teaching by the school without monetary gain is part of teacher duty, not private tuition.
Section 28 of the Right to Education Act bans commercial private tuition by teachers. However, remedial instruction organized directly by school management within school premises without additional fee charging constitutes a regular academic duty aimed at assisting weak learners,

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falling completely outside the statutory definition and prohibition of private tuition.

94. (B) There shall be a library in each school providing newspapers, magazines, and books on all subjects, including story-books.
The Schedule attached to the Right to Education Act outlines mandatory infrastructural standards for every recognized school, requiring a functional library. The library must provide age-appropriate reading material, including newspapers, magazines, reference books across academic subjects, and storybooks to promote reading habits and self-learning among elementary students.

95. (B) Play material, games, and sports equipment shall be provided to each class as required.
According to the Schedule of the Right to Education Act, every recognized elementary school must provide play materials, games, and sports equipment to each class as required. This infrastructural mandate ensures that physical education and recreational development are systematically integrated alongside academic instruction across all elementary grade levels.

96. (B) Three years
Section 19 of the Right to Education Act provided a statutory grace period of three years from the date of commencement for existing non-compliant schools to fulfill all infrastructural norms and standards specified in the Schedule, ensuring smooth operational transitions without immediately disrupting ongoing student schooling.

97. (B) Withdrawal of recognition by the prescribed authority
Section 19 of the Right to Education Act stipulates that if an existing school failed to comply with schedule norms within three years, the competent authority must withdraw its official recognition. Operating an unrecognised school thereafter invites severe financial penalties, protecting educational quality and basic child safety standards.

98. (B) I, II and III only
Section 24 of the Right to Education Act lists teacher duties, including assessing student learning abilities, holding regular parent-teacher meetings, and informing parents regarding attendance, progress, and performance. Generating financial maintenance funds is not a teacher duty, as institutional resource mobilization remains the statutory obligation of governments and management bodies.

99. (C) Three years
Section 25 of the Right to Education Act stipulated that the appropriate government and local authorities were required to ensure that the pupil-teacher ratio specified in the Schedule was established across all schools within three years from the commencement of the Act, addressing teacher shortages systematically.

100. (D) Maintaining any structural disparity in the posting of teachers between rural and urban areas
Section 25 of the Right to Education Act mandates that the appropriate government must ensure balanced teacher deployment. The statute explicitly prohibits maintaining structural disparities in teacher postings between rural and urban schools, preventing urban overstaffing while ensuring rural habitations maintain mandated pupil-teacher ratios.

101. (B) 10 percent
Section 26 of the Right to Education Act mandates that the appointing authority in control of a school must ensure that teacher vacancies do not exceed ten percent of the total sanctioned teaching strength. This statutory ceiling prevents chronic teacher shortages and ensures stable instructional continuity across elementary schools.

102. (B) 4.5 hours
The Right to Education Schedule mandates 1000 instructional hours across 220 working days for upper primary classes. Dividing 1000 total hours by 220 days yields approximately 4.55 instructional hours per day. Principals must organize daily class schedules to meet this minimum statutory teaching time requirement consistently throughout the academic year.

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103. (C) Section 34
Section 34 of the Right to Education Act provides for the constitution, composition, and functions of the State Advisory Council. This statutory body advises state governments on effective legislative implementation, structural educational improvements, and state-level

policy execution regarding free and compulsory elementary education.

104. (B) The Minister in charge of the Department of School Education in the State
Under Section 34 of the Right to Education Act, the State Advisory Council is chaired by the Minister in charge of the Department of School Education in the respective state. The council includes expert members dedicated to elementary education, child development, and public administrative coordination across the region.

105. (C) Month
Model rules framed under the Right to Education Act prescribe that the School Management Committee shall meet at least once every month. Regular monthly meetings ensure continuous monitoring of school functioning, academic progress, infrastructure maintenance, grant utilization, and effective implementation of the annual School Development Plan.

106. (B) One-third of the total members
Under model rules framed for the Right to Education Act, the quorum required to convene a valid official meeting of the School Management Committee is one-third of its total membership. This procedural rule ensures adequate representative participation while allowing practical administrative decisions regarding school operations to proceed smoothly.

107. (A) Both A and R are true and R is the correct explanation of A
State rules under the Right to Education Act dictate that the School Development Plan prepared by the School Management Committee is a three-year rolling development plan composed of three annual sub-plans. This structured temporal framework ensures long-term infrastructural growth alongside systematic, manageable annual financial planning and execution.

108. (D) The personal service records and confidential performance evaluation reports of teachers
Model rules require the School Development Plan to detail student enrollment projections, additional teacher requirements, classroom infrastructure needs, and financial estimates. Confidential teacher service records and administrative performance evaluations fall under official employer personnel management, strictly excluded from participatory community planning documents prepared by School Management Committees.

109. (A) The child retains an absolute right to seek transfer to any other school for completing elementary education.
Section 5 of the Right to Education Act guarantees that if a child needs to move from one school to another, whether within or between states, they possess an absolute statutory right to seek a transfer to complete elementary education without administrative restrictions, entrance hurdles, or financial transfer penalties.

110. (B) Transfer certificate
Section 5 of the Right to Education Act states that when a child seeks transfer to another school, the Head Teacher or in-charge of the origin school shall immediately issue a Transfer Certificate. This administrative obligation ensures that student mobility is facilitated without causing academic interruptions during elementary schooling.

111. (B) The delay shall not be a ground for either delaying or denying admission in the new school.
Section 5 of the Right to Education Act explicitly clarifies that delay in producing a Transfer Certificate shall not be a ground for either delaying or denying admission in the receiving school. The target institution must grant immediate provisional admission, ensuring administrative delays never impede child school participation.

112. (A) I and II only
Section 13 strictly prohibits screening procedures during admissions, specifically outlawing written tests for children and formal selection interviews for parents. Verifying age documents is a legitimate administrative procedure required for record-keeping and grade placement, falling outside the statutory prohibition against academic screening and parent interview practices.

113. (D) Random selection method (e.g., lottery)
Guidelines issued under the Right to Education Act mandate that when private unaided schools receive applications exceeding available reserved seats under the twenty-five percent quota, selection must be conducted using a transparent random selection method, such as a public draw

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of lots, guaranteeing equal, non-discriminatory opportunity for all candidates.

114. (B) A child whose parent or guardian's income is lower than the limit specified by the appropriate Government
Under Section 2 of the Right to Education Act, a child belonging to the weaker section is explicitly defined based on economic criteria. It refers to a child whose parent or guardian's annual household income falls below the financial ceiling ceiling notified by the appropriate government for this statutory classification.

115. (B) Socially and educationally backward classes or groups disadvantaged due to social, cultural, or economic factors
Section 2 of the Right to Education Act defines a child belonging to a disadvantaged group as one belonging to Scheduled Castes, Scheduled Tribes, socially and educationally backward classes, or other categories facing social, cultural, geographical, linguistic, or gender disadvantages specified by notification issued by the appropriate government.

116. (A) NCERT
Under Section 29 of the Right to Education Act, the Central Government notified the National Council of Educational Research and Training as the academic authority for central educational matters. NCERT formulates the National Curriculum Framework, designing textbooks and academic curricula adopted by schools affiliated with CBSE nationwide.

117. (C) The medium of instruction shall, as far as practicable, be in the child's mother tongue.
Section 29 of the Right to Education Act explicitly mandates that the medium of instruction in elementary classes shall, as far as practicable, be in the child's mother tongue. This pedagogical principle aims to enhance cognitive comprehension, emotional comfort, and early language acquisition during foundational educational stages.

118. (A) Learning through activities, discovery and exploration in a child-friendly and child-centered manner
Relying strictly on note dictation, guidebooks, and rote memorization violates Section 29 of the Right to Education Act, which requires curriculum delivery through activity-based, discovery, and exploratory child-centered pedagogy. Effective instruction under the Act demands interactive classroom engagement designed to develop creative thinking rather than passive mechanical repetition.

119. (B) Assessing both scholastic and co-scholastic areas of a child's overall growth and development
Under the Continuous and Comprehensive Evaluation framework mandated by Section 29 of the Right to Education Act, comprehensive evaluation refers to assessing both scholastic academic subjects and co-scholastic domains, including health, life skills, attitudes, and creative arts, ensuring holistic monitoring of a child's overall growth throughout elementary education.

120. (C) A three-hour long, high-stakes written examination
High-stakes, three-hour written examinations induce fear, anxiety, and stress in primary school children, contradicting Section 29 of the Right to Education Act. Valid assessment methods under the law focus on non-threatening evaluation tools, including observational records, portfolios, anecdotal notes, and continuous informal classroom activity evaluations.

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121. (B) Grading system
To operationalize the no-detention framework and continuous comprehensive evaluation under the Right to Education Act, schools replaced numerical marks and rank-based competition with a direct grading system. Grading reduces unhealthy academic pressure, minimizes performance stigma, and provides a broader assessment of student learning progress during elementary schooling years.

122. (B) Explain that RTE mandates a fear-free evaluation framework focused on continuous progress, not competitive ranking.
Under Section 29 of the Right to Education Act, evaluation must be stress-free and supportive. The Principal should explain that the Act replaces competitive ranking with continuous assessment and direct grading, protecting children from academic anxiety while providing parents with meaningful evaluation feedback regarding individual learning growth and developmental progress.

123. (B) Samagra Shiksha
Launched in 2018 by the Ministry of Education, Samagra Shiksha is an overarching integrated school education scheme subsuming Sarva Shiksha Abhiyan, RMSA, and Teacher Education. It serves as the primary financial and administrative mechanism utilized by the Central Government to fund state infrastructure, teacher positions, and Right to Education compliance.

124. (B) PM POSHAN (formerly Mid-Day Meal Scheme)
The requirement for school kitchen facilities specified in the Right to Education Schedule is operationalized through the PM POSHAN scheme, formerly known as the Mid-Day Meal Scheme. This centrally sponsored scheme provides cooked nutritious meals to elementary school students, promoting attendance, retention, and addressing nutritional deficits alongside formal education.

125. (B) It included children with severe disabilities under 'disadvantaged group' and provided the option of home-based education.
The Right to Education Amendment Act of 2012 expanded rights for children with severe disabilities by including them under the definition of disadvantaged groups. Crucially, the amendment introduced the legal option of home-based education for children with severe or multiple disabilities who are unable to attend regular physical schools.

126. (C) The child's physical or mental condition makes it practically impossible to attend a neighbourhood school
The 2012 Right to Education Amendment provides home-based education options specifically for children with severe or profound physical and multiple disabilities. When severe health conditions make physical attendance at a regular neighbourhood school practically unviable, home-based instruction guarantees that educational entitlement continues in an adapted, supportive environment.

127. (A) Both A and R are true and R is the correct explanation of A
Under Section 1 of the Right to Education Act, institutions primarily imparting religious instruction, such as Madarsas, Vedic Pathshalas, and similar religious seminaries, are explicitly exempt from statutory applicability. Judicial rulings affirm that applying mandatory RTE provisions to pure religious institutions would infringe constitutional rights protected under Article 30.

128. (C) Passing derogatory or humiliating remarks about the child's social background or cognitive intelligence
Section 17 of the Right to Education Act strictly bans mental harassment. Mental harassment includes passing derogatory remarks, public shaming, insults regarding caste, religion, or social status, or making humiliating comments about a child's academic capabilities, as these actions inflict severe psychological stress and trauma on young learners.

129. (B) Civil Court trying a suit under the Code of Civil Procedure
When inquiring into complaints under Section 31 of the Right to Education Act, the National Commission for Protection of Child Rights possesses powers of a Civil Court under the Code of Civil Procedure. This includes summoning witnesses, demanding documents, receiving affidavit evidence, and requisitioning public records during formal proceedings.

130. (B) The 25% EWS reservation mandate does not apply to minority educational institutions (aided or unaided) under Article 30(1).
In Pramati Educational and Cultural Trust versus Union of India (2014), a Constitution Bench of the Supreme Court held that the twenty-five percent seat reservation mandate under the Right to Education Act cannot constitutionally apply to religious or linguistic minority institutions, whether aided or unaided, protecting fundamental minority rights under Article 30.

131. (D) Article 30(1)
In the Pramati decision, the Supreme Court relied directly on Article 30(1) of the Constitution of India, which guarantees religious and linguistic minorities the fundamental right to establish and administer educational institutions of their choice. Forcing mandatory twenty-five percent quota admissions upon minority schools was ruled an impermissible infringement of this constitutional right.

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132. (A) I and II only
States cannot refuse Right to Education implementation citing financial shortage, as education is a statutory right. The Central Government consults the Finance Commission regarding additional revenue transfers to states. However, school infrastructure costs are shared between Central and State Governments under joint fiscal sharing mechanisms rather than state capital alone.

133. (B) If the school is already under an obligation to provide free education due to receiving public land at concessional rates.
Under Section 12 of the Right to Education Act, private unaided schools receive state reimbursement for EWS admissions. However, schools that obtained land from government agencies at concessional rates subject to pre-existing free education covenants are ineligible for RTE reimbursement to the extent of those contractual free seat obligations.

134. (A) The Directorate of Education, GNCTD
Under the Delhi Right to Education Rules, processing and disbursing financial reimbursements to private unaided schools for twenty-five percent quota EWS admissions is managed directly by the Directorate of Education, Government of National Capital Territory of Delhi, following verification of verified per-child expenditure figures and student records.

135. (A) Instructional activities, examinations, and related academic events only
Under the Right to Education Act, official working days in an academic year comprise days dedicated to formal classroom instruction, continuous internal evaluations, educational co-curricular events, and school academic activities. Regular weekly holidays, vacation periods, and non-educational teacher deployment days are strictly excluded from calculating required annual statutory working days.

136. (D) 4 teachers and 1 Head Teacher
Under the Right to Education Schedule, upper primary schools with enrollment exceeding 100 students require subject-specific teachers for science/maths, social studies, and languages, plus an additional teacher to meet the 35:1 ratio, totaling four teachers for 110 students. Additionally, exceeding 100 enrolled students mandates appointing a dedicated full-time Head Teacher.

137. (B) An orphan, a transgender child, or a child with special needs, among others notified by the Delhi Government
Under notifications framed under Delhi Right to Education Rules, a child belonging to a disadvantaged group includes orphans, transgender children, children with special needs, Scheduled Caste and Scheduled Tribe pupils, and socially backward categories explicitly notified by the GNCTD to ensure inclusive access to reserved entry seats.

138. (B) I, II and III only
Section 13 of the Right to Education Act strictly outlaws screening during entry admissions, prohibiting student written tests, examining parental educational backgrounds, and formal selection interactions. Utilizing a transparent, random lottery system when candidate applications exceed total seat capacity represents a legally mandated and permissible non-discriminatory admission procedure.

139. (B) ₹25,000
Section 13 of the Right to Education Act specifies that if an educational institution subjects a child or parent to any screening procedure during admission, it shall be punishable with a fine up to twenty-five thousand rupees for the first contravention, enforcing fair and non-discriminatory admission practices strictly.

140. (B) ₹50,000 for each subsequent contravention
Section 13 of the Right to Education Act dictates that if a school management repeats screening violations after an initial penalty, the fine escalates to fifty thousand rupees for each subsequent contravention. This progressive statutory penalty deters private schools from subjecting applicants or parents to illegal interview procedures.

141. (D) All of the above
Model rules under Section 14 of the Right to Education Act state that official age determination relies on hospital birth records, ANM register entries, Anganwadi records, or a formal written declaration of age made by parents or legal guardians. All these options serve as valid legal age documentation.

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142. (A) No, a child cannot be denied admission even if sought subsequent to the extended period.
Section 15 of the Right to Education Act mandates that no child seeking school entry shall be denied admission, regardless of whether the application is made after the regular or extended admission period. The Principal must admit the child immediately and arrange special training to address missed curriculum content.

143. (A) The Head Teacher of the school
Under rules framed under the Right to Education Act, the Head Teacher of the school holds administrative responsibility for overseeing special training provided to out-of-school children. The Head Teacher monitors special learning materials, tracks student progress, and ensures smooth academic integration into regular age-appropriate classrooms.

144. (C) Differentiated instruction and remedial teaching
Section 24 of the Right to Education Act requires teachers to assess each child's learning abilities and provide supplementary instruction. This statutory mandate directly embeds differentiated instruction and remedial teaching into classroom pedagogy, ensuring individualized academic support tailored to diverse student learning paces and developmental requirements.

145. (A) Apprise parents of attendance, ability, and progress in learning of the child
Section 24 of the Right to Education Act establishes a statutory duty for teachers to hold regular meetings with parents. The explicit legal objective of these meetings is to apprise parents regarding the child's school attendance, learning abilities, academic progress, and overall developmental growth in a constructive manner.

146. (B) Samagra Shiksha
In 2018, the Ministry of Education formulated Samagra Shiksha, an overarching integrated scheme for school education spanning pre-school to Class XII. Subsuming SSA, RMSA, and Teacher Education, Samagra Shiksha acts as the primary operational vehicle for implementing Right to Education entitlements and infrastructural standards across Indian states.

147. (A) Both A and R are true and R is the correct explanation of A
Section 28 of the Right to Education Act completely prohibits school teachers from engaging in private tuition activities. This statutory prohibition exists because private commercial coaching creates severe conflicts of interest, incentivizes neglect of regular classroom instruction, exploits students financially, and undermines public confidence in institutional schooling systems.

148. (C) The Act has only one Schedule attached to it
The Right of Children to Free and Compulsory Education Act of 2009 contains a single, unified Schedule appended to its main statutory text. This Schedule specifies binding national norms and standards regarding pupil-teacher ratios, physical infrastructure, library facilities, teaching hours, and instructional working days for all schools.

149. (B) An office-cum-store-cum-Head teacher's room
The Schedule attached to the Right to Education Act outlines essential physical infrastructure norms for elementary educational institutions, explicitly mandating an office-cum-store-cum-Head teacher's room. This composite administrative space provides dedicated working quarters for school management alongside secure storage facilities for official institutional records, learning materials, and instructional equipment.

150. (A) At least one classroom for every teacher
According to the infrastructural norms specified in the Schedule of the Right to Education Act, every recognized school must possess an all-weather building featuring at least one classroom for every teacher. This structural requirement ensures that every class receives uninterrupted, dedicated indoor instructional space protected from seasonal weather disruptions.

151. (B) Ramps, handrails, and accessible toilets for children with disabilities
The Schedule of the Right to Education Act mandates barrier-free access across all school infrastructure. In educational facilities, barrier-free access specifically requires constructing architectural ramps, installing supportive handrails, and providing accessible toilet facilities to ensure children with physical

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disabilities can navigate school premises safely and independently.

152. (B) I and II only
Under Section 21 of the Right to Education Act, the School Management Committee is tasked with monitoring school operations, managing grant expenditures, and preparing the annual School Development Plan. Hiring or appointing Head Teachers remains the legal function of government appointing authorities, not local School Management Committees.

153. (B) Two years
Under model rules framed pursuant to the Right to Education Act, the official tenure or term of an elected School Management Committee is two years. Reconstituting the committee every two years ensures fresh parental representation, active community participation, and ongoing dynamic local oversight of elementary school governance.

154. (C) They cease to be a member of the SMC.
Under rules framed under the Right to Education Act, parent members hold School Management Committee seats based on having enrolled wards in the institution. If a parent member's child leaves or completes schooling, that parent automatically ceases to be a committee member, maintaining true representative composition.

155. (D) Up to ten times the capitation fee charged (i.e., ₹50,000)
Section 13 of the Right to Education Act specifies that charging a capitation fee is punishable with a fine that may extend up to ten times the capitation fee demanded. For a five thousand rupee capitation fee, the maximum statutory penalty applicable under the law equals fifty thousand rupees.

156. (A) The Chairperson/Vice-Chairperson and the Convenor (Head Teacher) of the SMC
Model rules framed under the Right to Education Act dictate that the annual School Development Plan formulated by the School Management Committee must be formally signed, authenticated, and endorsed jointly by the Committee Chairperson or Vice-Chairperson and the Head Teacher, who serves as the ex-officio Member-Convenor.

157. (C) National Commission for Protection of Child Rights (NCPCR)
Section 31 of the Right to Education Act explicitly designates the National Commission for Protection of Child Rights as the primary national statutory body tasked with monitoring right to education implementation, evaluating legislative safeguards, inquiring into systemic violations, and recommending remedial executive actions to central and state governments.

158. (C) Yes, Section 31 empowers SCPCR to inquire into violations of child rights, including physical punishment and harassment.
Section 31 of the Right to Education Act empowers State Commissions for Protection of Child Rights to examine and inquire into complaints regarding child rights violations. Since corporal punishment violates Section 17, the commission possesses full statutory jurisdiction to investigate such complaints and recommend disciplinary or corrective proceedings.

159. (D) The appropriate Government
Under the Right to Education Act, the statutory duty to ensure compulsory admission, regular attendance, and successful completion of elementary education is placed on the appropriate government and local authorities. The legal framework guarantees education as an entitlement from the state rather than a punishable obligation on children or parents.

160. (A) Conformity with the values enshrined in the Constitution
Section 29 of the Right to Education Act mandates that the academic authority, while framing the national or state curriculum, must ensure strict conformity with the values enshrined in the Constitution of India. This statutory principle ensures elementary education promotes democracy, secularism, equality, human rights, and social justice.

161. (B) 6 to 14 years
Under Section 2 of the Right to Education Act, a child is defined as a male or female child between six and fourteen years of age. This specific statutory age group defines the primary target demographic entitled to guaranteed free and compulsory elementary education across India under Article 21A.

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162. (D) Ensure they are admitted to age-appropriate classes and provided mandatory special training.
Under Section 4 of the Right to Education Act, out-of-school children must be admitted into classes appropriate for their age. The Principal must ensure immediate enrollment in age-appropriate grades and organize structured special training to bridge learning deficits, bringing them up to peer academic standards without administrative exclusion.

163. (C) 220 days
The Schedule attached to the Right to Education Act mandates a minimum of 220 working days per academic year for upper primary schools (Classes VI to VIII). In contrast, primary schools (Classes I to V) require 200 working days, ensuring adequate instructional calendar duration for upper primary studies.

164. (C) 50%
Section 21 of the Right to Education Act mandates that at least fifty percent of the total members of every School Management Committee shall be women. This statutory gender representation requirement ensures strong female participation and leadership in local educational governance, decision-making, and school development oversight.

165. (A) The Central Government
Section 35 of the Right to Education Act explicitly empowers the Central Government to issue binding administrative directions and operational guidelines to State Governments and Local Authorities. These statutory directions facilitate uniform implementation, financial compliance, and structural monitoring of free elementary education provisions across all states.

166. (B) Yes, the amendment specifies the appropriate Government 'may' allow detention, leaving the choice to the State.
The 2019 Amendment to Section 16 of the Right to Education Act states that the appropriate government 'may' allow schools to hold back students who fail re-examinations in Class V or VIII. This permissive statutory wording gives individual state governments full policy discretion to maintain or abolish detention.

167. (A) Both A and R are true and R is the correct explanation of A
Section 16 of the Right to Education Act mandates that no child shall be expelled from school prior to completing elementary education. Expulsion causes psychological trauma and creates educational dropouts, contradicting the foundational statutory objective of guaranteeing universal retention, completion, and constitutional access to elementary schooling.

168. (A) They must acquire the minimum qualifications within a period of five years.
Section 23 of the Right to Education Act originally provided that teachers appointed without possessing mandatory professional qualifications at the commencement of the Act were required to acquire such minimum qualifications within five years. This transitional allowance enabled existing teaching staff to complete professional certification while serving.

169. (B) 31st March 2019
The Right of Children to Free and Compulsory Education Amendment Act of 2017 extended the final statutory deadline for all untrained in-service elementary teachers to acquire required professional qualifications to March 31, 2019. After this date, uncredentialed teachers were legally barred from continuing elementary classroom teaching service.

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170. (B) SWAYAM portal (NIOS D.El.Ed program)
To meet the statutory March 31, 2019 deadline under the Right to Education Amendment, the Ministry of Education utilized the SWAYAM portal to deliver the National Institute of Open Schooling Diploma in Elementary Education program. Over seven lakh untrained in-service teachers completed online professional training through this platform.

171. (C) Three years
Section 25 of the Right to Education Act mandated that within three years from the commencement of the Act, the appropriate government and local authorities had to ensure that the pupil-teacher ratio specified in the Schedule was established across all existing public and private elementary schools nationwide.

172. (B) I and III only
Section 9 of the Right to Education Act mandates local authorities to ensure schooling for migrant

children, build school infrastructure, deploy teachers, and maintain local child census records. Prescribing syllabus and textbooks is the legal function of designated state academic authorities like SCERT or NCERT under Section 29.

173. (B) A statutory body of experts advising the Central Government on the effective implementation of the Act
Section 33 of the Right to Education Act provides for establishing the National Advisory Council. This statutory body consists of non-official expert members specializing in elementary education and child development, tasked with advising the Central Government regarding effective policy execution, structural reforms, and monitoring under the Act.

174. (A) Removal of any financial barrier that prevents a child from completing elementary education
Section 3 of the Right to Education Act defines free education as eliminating all direct and indirect financial costs—including tuition fees, textbooks, uniforms, and learning materials—that might hinder a child from attending school, ensuring financial constraints never prevent the successful pursuit and completion of elementary education.

175. (B) Special training for out-of-school children admitted in age-appropriate classes
Section 4 of the Right to Education Act explicitly addresses out-of-school or dropped-out children. It guarantees their right to age-appropriate class admission and mandates providing structured special training to bridge conceptual learning gaps, ensuring smooth academic integration with peers without repeating earlier primary school grades.

176. (D) Maintaining the school's financial cash book
Section 24 of the Right to Education Act specifies professional duties of teachers, including regular attendance, curriculum completion, and assessing student learning capabilities. Financial accounting duties, such as maintaining institutional cash books, are administrative management functions falling strictly outside statutory pedagogical duties assigned to classroom teaching staff.

177. (C) Deny permission, as Section 28 strictly prohibits school teachers from engaging in private tuition activity.
Section 28 of the Right to Education Act imposes an absolute prohibition on school teachers engaging in private tuition activities. Principals cannot grant permission for paid private coaching, even for struggling students after school, as commercial private instruction by serving teachers is legally prohibited under statutory provisions.

178. (B) I, II and III only
The Schedule attached to the Right to Education Act specifies essential infrastructure norms, including separate toilets for boys and girls, safe drinking water facilities, and a dedicated mid-day meal kitchen. Building large 500-seat auditoriums is not listed as a mandatory structural standard for elementary educational institutions.

179. (C) Five teachers and 1 Head Teacher
According to the Schedule of the Right to Education Act, primary schools with enrollment between 121 and 200 require five regular teachers for a 30:1 ratio. Additionally, when enrollment exceeds 150 students, appointing a separate dedicated Head Teacher becomes statutorily mandatory, making five teachers and one Head Teacher required for 180 pupils.

180. (B) 3 teachers and 1 Head Teacher
According to the Schedule of the Right to Education Act, upper primary schools require at least three teachers to cover science/maths, social studies, and languages. When upper primary student enrollment exceeds 100 children, appointing a separate full-time Head Teacher becomes mandatory, making three teachers and one Head Teacher required for 105 students.

181. (C) The appropriate Government
Section 8 of the Right to Education Act explicitly mandates that the appropriate government holds the legal responsibility to ensure that children from weaker sections and disadvantaged groups face no discrimination or barriers that hinder their admission, attendance, and successful completion of elementary education across all educational institutions.

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182. (B) No, Section 12(1)(c) mandates unaided private schools to admit 25% children from weaker sections and disadvantaged groups.
Section 12 of the Right to Education Act applies directly to non-minority private unaided schools, legally obligating them to reserve twenty-five percent of entry-level seats for children from weaker sections and disadvantaged groups. Receiving zero government aid does not exempt private schools from complying with this statutory social inclusion requirement.

183. (D) The State Commission for Protection of Child Rights (SCPCR)
Section 31 of the Right to Education Act designates the State Commission for Protection of Child Rights as the designated state authority responsible for monitoring child education rights, examining legal safeguards, and inquiring into written complaints regarding violations of free and compulsory education provisions within the state jurisdiction.

184. (A) At the commencement of the academic year or within the extended period, and even after that, admission cannot be denied.
Section 15 of the Right to Education Act states that children must be admitted at the start of the academic year or within the extended period. Furthermore, the statute mandates that no child shall be denied admission even if sought after the extended period, ensuring year-round educational access for all pupils.

185. (B) Section 13
Section 13 of the Right to Education Act explicitly prohibits schools from charging any capitation fee or donation during student admission. Demanding a building fund donation as a prerequisite for enrollment directly violates Section 13, subjecting the educational institution to financial penalties up to ten times the fee demanded.

186. (A) The local authority having jurisdiction
Section 32 of the Right to Education Act provides that any individual having a grievance regarding a child's rights under the Act should submit a written complaint directly to the local authority having territorial jurisdiction. The local authority is statutorily required to decide upon the matter within three months.

187. (A) Both A and R are true and R is the correct explanation of A
The fundamental right to free education under Article 21A and Section 3 applies specifically to children aged six to fourteen years. Section 11 merely states that the appropriate government 'may' make pre-school arrangements for children aged three to six, making pre-primary schooling a directive policy rather than a justiciable right.

188. (B) Transfer Certificate (TC)
Section 5 of the Right to Education Act explicitly states that delay or inability to produce a Transfer Certificate shall not be a ground for delaying or denying admission in a new school. While age documents help record-keeping, lacking a Transfer Certificate cannot legally block student enrollment at any stage.

189. (C) Any other school, excluding specified category and unaided private schools (unless under 25% quota)
Section 5 of the Right to Education Act provides that a child has the right to seek transfer to any other government or government-aided school to complete elementary education. This transfer entitlement excludes specified category and private unaided institutions, except where a child is admitted against reserved seats under Section 12.

190. (B) Disciplinary action under the applicable service rules
Section 5 of the Right to Education Act dictates that if a Head Teacher delays or refuses to issue a Transfer Certificate to a student, they commit administrative misconduct. Such delay makes the Head Teacher liable to formal disciplinary action under the service rules governing their employment in the institution.

191. (A) Specially deployed teachers or teachers of the school
Model rules framed under the Right to Education Act specify that special training for out-of-school children admitted to age-appropriate classes shall be delivered directly by existing school teachers or specially deployed teachers. These teachers utilize targeted learning materials to bring students up to class learning levels efficiently.

192. (A) I and II only
Section 29 of the Right to Education Act directs that elementary school curriculum must foster

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all-round child development, building knowledge, potentiality, and talent in a child-friendly environment. The statute explicitly rejects rigid, stress-inducing competitive board examinations, promoting continuous comprehensive evaluation instead to support natural child learning growth.

193. (B) The Central Government
Section 2 of the Right to Education Act defines the 'appropriate Government'. For schools established, owned, or controlled directly by the Central Government—such as Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas—the Central Government serves as the statutory appropriate government responsible for administration, funding, and policy execution.

194. (C) The Administrator of the Union Territory (Lieutenant Governor)
Section 2 of the Right to Education Act defines the appropriate government for Union Territories. In relation to schools established within the Union Territory of Delhi, the appropriate government is the Administrator of the Union Territory, designated as the Lieutenant Governor, acting through the state education governance framework.

195. (D) A religious seminary (e.g., Gurukul, Madarsa)
Section 2 of the Right to Education Act classifies schools into four specific categories: government schools, government-aided schools, specified category schools (such as KVs and JNVs), and private unaided schools. Religious seminaries like Madarsas and Gurukuls are explicitly excluded from the statutory definition and scope of the Act.

196. (B) Issue a certificate in the format and manner prescribed by the appropriate Government.
Section 30 of the Right to Education Act provides that every child who successfully completes elementary education (Class VIII) shall be awarded a formal completion certificate. The Principal must issue this certificate without levying fees, using the exact format and procedure prescribed by the appropriate government under statutory rules.

197. (B) Input norms (infrastructure, PTR) rather than strictly ensuring quality learning outcomes
Policy analysts and educationists frequently critique the operational implementation of the Right to Education Act for focusing heavily on input norms—such as physical infrastructure, classroom dimensions, and pupil-teacher ratios—while insufficiently emphasizing measurable student learning outcomes, foundational literacy achievement, and overall quality of classroom instruction.

198. (B) ₹15,000
Section 12 of the Right to Education Act specifies that state reimbursement to private unaided schools for EWS admissions equals the actual school fee or the per-child expenditure incurred by the state in government schools, whichever is lower. Since fifteen thousand rupees state cost is lower than twenty thousand, reimbursement is fifteen thousand rupees.

199. (B) Arbitrary attachment and deputation of teachers by administrative authorities
Section 25 of the Right to Education Act prohibits deploying teachers to non-school offices or transferring them outside regular teaching cadres. This statutory restriction was specifically enacted to eliminate the administrative practice of attaching or deputing teachers to bureaucratic offices, preserving full teaching staff strength in assigned elementary classrooms.

200. (A) 3 to 18 years
The National Education Policy 2020 recommended extending the universal Right to Education legal and structural framework to cover all children aged three to eighteen years. This expanded age vision encompasses early childhood pre-school education alongside upper secondary schooling (Classes IX to XII) within guaranteed public education entitlements.

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CHAPTER 04

Constitutional Provisions Related to Education

1. The Supreme Court of India established the intrinsic linkage between the Right to Education and the Right to Life by interpreting that a life of dignity cannot be lived without education. Which of the following Articles forms the primary basis for this fundamental interpretation?
(A) Article 21
(B) Article 14
(C) Article 19
(D) Article 22

2. Before the insertion of Article 21A, the right to education was primarily treated as an implicit fundamental right deduced from which specific phrase within Article 21?
(A) Equality before the law
(B) Protection against arrest and detention
(C) Protection of life and personal liberty
(D) Freedom of speech and expression

3. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The Right to Education is considered an implicit part of the Right to Life under Article 21.
Reason (R): The Supreme Court has consistently held that the right to life encompasses more than mere animal existence and includes the right to live with human dignity, which requires education.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Which of the following landmark judgments was the first to explicitly declare that the right to education flows directly from the right to life under Article 21?
(A) Kesavananda Bharati v. State of Kerala
(B) Minerva Mills v. Union of India
(C) T.M.A. Pai Foundation v. State of Karnataka
(D) Mohini Jain v. State of Karnataka

5. Identify the incorrect statement regarding the expansion of Article 21 to include educational rights before 2002.
(A) The Supreme Court read the Directive Principles into Fundamental Rights to expand the scope of Article 21.
(B) The right was interpreted to be absolute for all citizens regardless of their age.
(C) It mandated the State to provide educational facilities within the limits of its economic capacity.
(D) The interpretation paved the way for subsequent constitutional amendments specifically targeting education.

6. Consider the following statements regarding the linkage of education to Article 21:
I. It obligates the State to ensure access to education as a prerequisite for a dignified life.
II. It applies equally to primary, secondary, and higher education without any age limitations.
III. It formed the philosophical basis for the Unni Krishnan judgment.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

7. The transformation of education from an implicit right under Article 21 to an explicit fundamental right was necessitated primarily because:
(A) Directive Principles of State Policy lack judicial enforceability to compel universal statutory enactment.
(B) Article 21 was perceived as granting an absolute right encompassing all higher education academic levels.
(C) State governments consistently refused to

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fund public education projects listed under the Concurrent List.
(D) A constitutional mandate was required to obligate the State to guarantee primary education through law.

8. Which of the following limitations existed when the Right to Education was read purely under Article 21 prior to the 86th Amendment?
(A) It lacked an age-specific constitutional mandate obligating the State to offer free education.
(B) Its statutory protections were judicially restricted exclusively to minority educational institutions.
(C) It strictly prohibited private non-governmental institutions from delivering primary education.
(D) It explicitly restricted state authorities from regulating or standardizing local school curricula.

9. A parent approaches the Principal of a government school seeking admission for their 10-year-old child who has never been to school, citing historical precedents of fundamental rights. The Principal mandates that the child be admitted to an age-appropriate class. This administrative action is primarily supported by the legislative outcome of which constitutional provision?
(A) Article 15(4)
(B) Article 21A
(C) Article 28
(D) Article 51A

10. The historical background of Article 21A traces back to the recommendations of various committees. Which committee explicitly recommended making the right to free and compulsory education a Fundamental Right prior to the 86th Amendment?
(A) National Education Commission (Kothari Commission)
(B) Tapas Majumdar Committee
(C) Secondary Education Commission (Mudaliar Commission)
(D) National Advisory Committee (Yashpal Committee)

11. Consider the following historical developments leading to the Right to Education:
I. Unni Krishnan Judgment
II. 86th Constitutional Amendment Act
III. Mohini Jain Judgment
IV. Enactment of the RTE Act
Which of the following represents the correct chronological order?
(A) III, I, II, IV
(B) I, III, II, IV
(C) III, II, I, IV
(D) I, II, III, IV

12. Which of the following was the immediate constitutional precursor that compelled the Parliament to draft the 86th Constitutional Amendment?
(A) The structural transfer of education from the State List to the Concurrent List via constitutional amendment in 1976.
(B) The formal introduction and legislative adoption of the comprehensive National Policy on Education in 1986.
(C) The ruling in Unni Krishnan case establishing the fundamental right to education up to 14 years of age.
(D) The statutory enactment and operational implementation of the Delhi School Education Act of 1973.

13. Consider the following statements regarding the historical background of Article 21A:
I. The framers of the Constitution originally placed the mandate for free and compulsory education under Part IV.
II. The Unni Krishnan case explicitly declared that the right to education up to 14 years is fundamental.
III. The Tapas Majumdar Committee provided the financial estimates required to implement the fundamental right to education.
IV. The 83rd Constitutional Amendment Bill was the first legislative attempt to introduce a specific article for the right to education.
Which of the statements given above are correct?
(A) I, II and III only
(B) I, III and IV only
(C) II, III and IV only
(D) I, II, III and IV

14. Identify the incorrect statement regarding the evolution of the Right to Education.
(A) Originally, Article 45 directed the State to provide free and compulsory education for all children until they complete the age of fourteen.
(B) The 86th Amendment Act simultaneously amended Part III, Part IV, and Part IVA of

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the Constitution.
(C) The Unni Krishnan judgment stated that the right to education is a fundamental right for all citizens up to the university level.
(D) The implementation of Article 21A required subsequent enabling legislation, which resulted in the RTE Act, 2009.

15. The Tapas Majumdar Committee (1999) was constituted primarily to evaluate which aspect related to the insertion of Article 21A?
(A) The pedagogical framework and curriculum guidelines required for universalizing elementary education.
(B) The financial expenditure and resource mobilization needed to implement universal elementary education.
(C) The protection of administrative rights and linguistic safeguards for recognized minority institutions.
(D) The systemic integration of vocational training programs into the formal secondary school curriculum.

16. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The insertion of Article 21A did not immediately operationalise the Right to Education in schools.
Reason (R): Article 21A specifies that the State shall provide free and compulsory education "in such manner as the State may, by law, determine," necessitating enabling legislation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

17. The 86th Constitutional Amendment Act, 2002 inserted Article 21A. Which specific age group is explicitly covered under this Article?
(A) 0 to 6 years
(B) 6 to 14 years
(C) 6 to 18 years
(D) 5 to 15 years

18. Along with the insertion of Article 21A, the 86th Constitutional Amendment Act, 2002 also brought changes to which other parts of the Indian Constitution?
(A) Only Part III (Fundamental Rights)
(B) Part III and Part IV (Directive Principles)
(C) Part III, Part IV, and Part IVA (Fundamental Duties)
(D) Part III and Part IX (Panchayats)

19. Under Article 21A, what is the exact nature of the State's obligation towards children in the age group of 6 to 14 years?
(A) To provide free and compulsory education
(B) To provide equitable and quality education
(C) To provide early childhood care and education
(D) To provide free mid-day meals and textbooks

20. Which of the following statements best describes the exception implicitly contained in Article 21A regarding educational administration?
(A) It mandates equal state grant-in-aid funding allocation for all private unaided educational institutions.
(B) It explicitly overrides and nullifies the constitutional rights of minority institutions under Article 30.
(C) It requires the State to nationalise and centrally administer all primary schools across the country.
(D) It delegates implementation details to statutory law, enabling flexible state-level regulation.

21. A Principal of a government school receives an application for admission in Class VIII for a child aged 13. The parents are unable to produce prior transfer certificates. Citing Article 21A and its enabling legislation, the Principal decides to admit the child. This decision is based on the premise that:
(A) Article 21A guarantees barrier-free, age-appropriate admission for children up to 14 years.
(B) The child is legally classified as belonging to an economically weaker and marginalized section.
(C) The fundamental right to education completely supersedes all statutory school registration norms.
(D) The government school maintains an unallocated surplus of operational funds under Samagra Shiksha.

22. What significant word distinguishes the language of Article 21A from the original language of Article 45?
(A) 'May provide education' instead of 'Shall

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provide education' in the statutory text.
(B) 'Compulsory enrollment' instead of 'Voluntary parental participation' in primary schools.
(C) 'State shall provide' instead of 'State shall endeavour to provide' in the mandate.
(D) 'All resident citizens' instead of 'All eligible school children' across the states.

23. Identify the incorrect pair regarding the impact of the 86th Constitutional Amendment Act, 2002:
(A) Article 21A — Added as a fundamental right to Part III of the Constitution
(B) Article 45 — Substituted with an entirely new subject matter on early childhood care
(C) Article 51A — Clause (k) inserted to mandate fundamental duties for parents/ guardians
(D) Article 29 — Amended to mandate primary education quotas in minority schools

24. What was the effective date on which Article 21A came into force along with its enabling legislation, the RTE Act?
(A) 12th December 2002
(B) 26th August 2009
(C) 1st April 2010
(D) 1st January 2011

25. The phrasing "in such manner as the State may, by law, determine" in Article 21A empowers which entity to frame rules for its operationalisation?
(A) The Judiciary
(B) The Legislature
(C) The National Council of Educational Research and Training
(D) The Local School Management Committees

26. Consider the following statements regarding Article 28 of the Constitution:
I. No religious instruction shall be provided in any educational institution wholly maintained out of State funds.
II. Institutions established under any endowment but administered by the State are exempt from the prohibition of religious instruction.
III. Private institutions receiving State aid can compel students to attend religious instruction without consent.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

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27. Under Article 28, in an educational institution recognised by the State or receiving aid out of State funds, a minor student can attend religious instruction only if:
(A) The School Management Committee formally passes an affirmative administrative resolution.
(B) The student's parent or legal guardian has provided explicit written consent.
(C) The minor student voluntarily agrees to participate by submitting a formal written request.
(D) The Directorate of Education explicitly issues a special administrative exemption permit.

28. Which of the following types of educational institutions is absolutely prohibited from providing religious instruction under Article 28(1)?
(A) Institutions administered by the State but established under a trust
(B) Institutions recognised by the State but privately funded
(C) Institutions receiving partial aid from State funds
(D) Institutions wholly maintained out of State funds

29. Article 28 ensures secularism in the domain of education. What does "religious instruction" in the context of this Article primarily mean?
(A) Teaching specific religious doctrines, dogmas, and ritualistic practices.
(B) Objectively analyzing comparative religious philosophies and historical texts.
(C) Systematically imparting universal moral values, ethical principles, and civic duties.
(D) Mandatory singing of the national anthem and patriotic songs during school assemblies.

30. Which constitutional provision exempts an educational institution administered by the State but established under an endowment or trust from the restriction on providing religious instruction?
(A) Article 28(2)
(B) Article 28(1)
(C) Article 28(3)
(D) Article 29(1)

31. The Principal of a government-aided minority school introduces an optional class on the fundamental tenets of a specific religion. A student from a different faith wishes to attend. According to Article 28, what is the prerequisite for this student's participation?
(A) The student must formally convert to the religious faith of the minority school.
(B) The school principal holds discretionary authority to authorise student attendance based on interest.
(C) Express consent from the minor student's parent or guardian must be obtained.
(D) The school is strictly prohibited from offering the class because it receives state financial aid.

32. In the context of Article 28, identify the incorrect statement:
(A) It applies to institutions wholly maintained by state funds.
(B) It protects the freedom of individuals to not participate in religious worship in state-aided schools.
(C) It prohibits the academic study of religions in state-funded universities.
(D) It distinguishes between institutions wholly funded, aided, and administered under a trust by the State.

33. The constitutional safeguard provided in Article 28(3) protects a student from being compelled to take part in any religious worship conducted in the institution. This applies to institutions that are:
(A) Recognized by the State or receiving aid out of State funds
(B) Solely maintained by private trusts without State recognition
(C) Wholly maintained by the State
(D) Exclusively established for minority language promotion

34. Article 29(1) of the Indian Constitution provides the right to conserve language, script, or culture to:
(A) Citizens belonging exclusively to recognized religious minority communities.
(B) Any section of citizens residing within any part of Indian territory.
(C) Communities legally classified exclusively as linguistic minority groups.
(D) Classes designated specifically as socially and educationally backward.

35. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Article 29(2) prevents the State from denying admission into state-maintained educational institutions on grounds only of religion, race, caste, or language.
Reason (R): This provision ensures that cultural conservation rights under Article 29(1) do not result in discriminatory admission practices in public institutions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which landmark judgment clarified that the right to conserve language under Article 29(1) includes the right to agitate for the protection of that language, making it distinct from corrupt electoral practices?
(A) D.A.V. College v. State of Punjab
(B) Jagdev Singh Sidhanti v. Pratap Singh Daulta
(C) State of Bombay v. Bombay Education Society
(D) Ahmedabad St. Xavier's College v. State of Gujarat

37. Which ground is conspicuously missing from Article 29(2) regarding the denial of admission into any educational institution maintained by the State?
(A) Religion
(B) Race
(C) Language
(D) Sex

38. Identify the correct statement regarding Article 29(2):
(A) Its constitutional protections apply exclusively to minority educational institutions.
(B) It applies to institutions maintained by the State or receiving state financial aid.
(C) It guarantees a universal fundamental right to elementary education for children up to 14 years.
(D) It explicitly permits administrative discrimination based on regional language in state-aided schools.

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39. In the State of Bombay v. Bombay Education Society case, the State order restricting admission to English medium schools only to Anglo-Indians was struck down primarily for violating which Article?
(A) Article 29(2)
(B) Article 14
(C) Article 15(1)
(D) Article 30(1)

40. Does Article 29(1) implicitly grant the right to establish educational institutions to conserve language or culture?
(A) Yes, conservation rights implicitly include establishing institutions for that purpose.
(B) Yes, but this implicit right is restricted strictly to recognized religious minority groups.
(C) No, the right to establish educational institutions is contained exclusively within Article 30.
(D) No, educational institutions can only be validly established under specific state statutory laws.

41. A state government issues a circular that admission to a prominent state-funded college will be restricted only to residents who speak the dominant language of the state. A citizen challenges this in court. Identify the primary constitutional provision that invalidates this circular.
(A) Article 15(4)
(B) Article 16(4)
(C) Article 29(2)
(D) Article 46

42. Article 30(1) grants the right to establish and administer educational institutions of their choice to:
(A) All sections of Indian citizens residing within any state or union territory.
(B) All religious and linguistic minority groups across the territory of India.
(C) Groups classified strictly as linguistic minorities by the central government.
(D) Recognized religious minority communities residing in specific state regions.

43. Under Article 30(2), what restriction is placed on the State while granting aid to educational institutions?
(A) The State is constitutionally mandated to grant equal financial aid to all educational institutions regardless of size.
(B) The State shall not discriminate in granting aid on the ground that an institution is managed by a minority.
(C) The State is completely prohibited from allocating public funds or grants-in-aid to religious minority institutions.
(D) The State must strictly ensure that minority institutions adopt the exact administrative structure of state schools.

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44. What is the fundamental difference in the scope of beneficiaries between Article 29(1) and Article 30(1)?
(A) Article 29(1) applies exclusively to religious minorities, whereas Article 30(1) protects all sections of citizens in India.
(B) Article 29(1) protects any section of citizens, while Article 30(1) applies only to religious and linguistic minorities.
(C) Both provisions apply strictly and exclusively to religious minority groups recognized under federal law across all states.
(D) Both provisions extend identical fundamental rights to all citizens of India without distinction between majority and minority.

45. In the context of Article 30(1), the "right to administer" a minority educational institution does NOT include the right to:
(A) Choose its managing or governing body
(B) Maladminister the institution or ignore basic academic standards
(C) Appoint teaching staff of its choice, subject to regulatory qualifications
(D) Admit eligible students of their choice subject to reasonable regulations

46. Consider the following statements regarding minority educational institutions under Article 30:
I. They have the absolute right to prescribe qualifications for teachers lower than the national standards.
II. The State can impose reasonable regulations for academic excellence and proper administration.
III. A minority institution does not lose its minority character merely because it receives State aid.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only

(C) I and III only
(D) I, II and III

47. Which of the following conditions must be satisfied for an institution to claim protection under Article 30(1)?
(A) It must be established AND administered by a minority.
(B) It must be established by the State and administered by a minority.
(C) It must admit exclusively minority students.
(D) It must not receive any financial aid from the State.

48. Identify the incorrect pair regarding the regulatory powers of the State over minority institutions:
(A) Prescribing minimum academic standards and curriculum frameworks — State can regulate effectively.
(B) Setting mandatory qualifications and eligibility criteria for teachers — State can regulate effectively.
(C) Dissolving and taking over the Managing Committee — State can completely take over.
(D) Intervening to prevent administrative mismanagement and financial fraud — State can regulate effectively.

49. The Supreme Court in the St. Stephen's College case held that minority aided institutions can reserve seats for students of their own community. What was the maximum percentage of such reservation permitted in that specific judgment before later clarifications?
(A) 25%
(B) 50%
(C) 75%
(D) 100%

50. Article 30(1A) was inserted into the Constitution to protect the property rights of minority educational institutions. Which Constitutional Amendment Act inserted this clause?
(A) 42nd Amendment Act, 1976
(B) 44th Amendment Act, 1978
(C) 86th Amendment Act, 2002
(D) 93rd Amendment Act, 2005

51. What is the primary purpose of Article 30(1A) concerning the acquisition of property of a minority educational institution?
(A) To impose an absolute constitutional prohibition preventing the State from ever acquiring minority school property.
(B) To ensure acquisition compensation does not restrict or abrogate rights guaranteed under Article 30(1).
(C) To enable recognized minority institutions to claim mandatory transfers of public land free of cost from the State.
(D) To automatically vest the underlying title and property rights of minority institutions in the Central Government.

52. Prior to the insertion of Article 30(1A), the right to property was a fundamental right under which repealed Article?
(A) Article 19(1)(f) and Article 31
(B) Article 19(1)(e)
(C) Article 21A
(D) Article 32

53. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Even though the right to property ceased to be a fundamental right, the property rights of minority educational institutions remain uniquely protected.
Reason (R): Article 30(1A) guarantees that the State must provide compensation for acquiring property of a minority educational institution that ensures their right under Article 30(1) is not abrogated.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

54. If a State government decides to widen a highway and needs to acquire land belonging to an aided linguistic minority school, what constraint does Article 30(1A) impose on the government?
(A) The government is constitutionally mandated to provide replacement land of double the original physical area nearby.
(B) Compensation must ensure the right to maintain an educational institution is not restricted or abrogated.
(C) The state government must obtain prior formal authorization from the National Commission for Minorities before acquisition.
(D) The compulsory land acquisition process is rendered entirely unconstitutional under

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55. Article 30(1A) serves as an exception to the general constitutional position on property rights. The general right to property is currently placed under:
(A) Article 300A
(B) Article 31A
(C) Article 31C
(D) Article 35A

56. Which specific type of educational institution benefits from the compensatory protection under Article 30(1A)?
(A) All private unaided educational institutions operating across various states and union territories.
(B) Educational institutions established and administered by religious or linguistic minorities.
(C) Primary educational institutions formally recognized and regulated under the provisions of the RTE Act.
(D) Only higher and professional educational institutions managed exclusively by minority trusts.

57. A minority trust running a school receives a notice for compulsory acquisition of a portion of its playground for a metro rail project. The compensation offered is strictly per the standard circle rate, which is insufficient to procure nearby replacement land, threatening the school's functioning. The Principal advises the trust to challenge the compensation under Article 30(1A). Is this administrative advice constitutionally sound?
(A) No, because government circle rates are uniformly and neutrally applicable to all property owners across the state.
(B) Yes, because compensation must ensure the constitutional right to run the institution is not abrogated.
(C) No, because recreational facilities and school playgrounds are legally excluded from protected educational property.
(D) Yes, because minority educational institutions enjoy absolute immunity from all state land acquisition statutes.

58. Following the 86th Constitutional Amendment Act, 2002, the subject matter of Article 45 was changed. What does the current Article 45 direct the State to provide?
(A) Early childhood care and education for all children until six years of age.
(B) Free and compulsory basic primary education for all children up to fourteen years of age across all states.
(C) Comprehensive vocational and technical skill education for all young citizens up to eighteen years of age.
(D) Universal provision of free mid-day meals and nutritional support for children in government primary schools.

59. Before the 2002 amendment, the target set by the original Article 45 for providing free and compulsory education was to be achieved within how many years from the commencement of the Constitution?
(A) 5 years
(B) 10 years
(C) 15 years
(D) 20 years

60. The amendment to Article 45 conceptually bifurcated the educational age groups. Which age group is now exclusively the domain of Part IV (Directive Principles) rather than Part III (Fundamental Rights)?
(A) 0 to 6 years
(B) 6 to 14 years
(C) 14 to 18 years
(D) 18 to 21 years

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61. Under the framework of the National Education Policy (NEP) 2020, the foundational stage (5 years) aligns directly with the constitutional mandate of which Article?
(A) Both Article 21A and Article 45
(B) Article 21A
(C) Article 45
(D) Article 46

62. Consider the following statements regarding the current status of Article 45:
I. It places a judicially enforceable obligation on the State to provide preschool education.
II. It targets early childhood care and education (ECCE).
III. It serves as the constitutional basis for the Anganwadi system under the ICDS scheme.
IV. It was modified by the 93rd Constitutional Amendment Act.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only

(A) The strict 50% ceiling limit on total reservations applies to all annual backlog recruitment vacancies.
(B) Unfilled reserved backlog vacancies do not count toward the 50% ceiling of succeeding years.
(C) All promotions in public employment must be based strictly on merit without applying reservation quotas.
(D) Reservation provisions in teacher recruitment are automatically extended to minority educational institutions.

116. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Article 350A directs every State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups.
Reason (R): NEP 2020 advocates for the medium of instruction to be the home language/mother tongue/local language up to at least Grade 5, aligning with this constitutional directive.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

117. Which Constitutional Amendment Act inserted Article 350A into the Constitution?
(A) 1st Amendment Act, 1951
(B) 7th Amendment Act, 1956
(C) 42nd Amendment Act, 1976
(D) 86th Amendment Act, 2002

118. Article 350A restricts its directive for instruction in the mother-tongue specifically to which stage of education?
(A) Pre-primary stage
(B) Primary stage
(C) Secondary stage
(D) Higher education stage

119. Under Article 350A, who is constitutionally empowered to issue such directions to any State as he considers necessary or proper for securing the provision of mother-tongue instruction facilities?
(A) The President of India
(B) The Prime Minister
(C) The Minister of Education
(D) The Governor of the State

120. A primary school located in a border area has a significant number of students whose mother tongue is different from the dominant regional language. The local community requests the education department to provide a teacher who can instruct in their mother tongue. The Principal forwards this request favourably. This administrative action fulfills the intent of which constitutional provision?
(A) Article 21A
(B) Article 350A
(C) Article 45
(D) Article 51A

121. The insertion of Article 350A was based on the recommendations of which commission?
(A) State Reorganization Commission (1955)
(B) Kothari Commission (1964)
(C) Mandal Commission (1980)
(D) Sarkaria Commission (1983)

122. Identify the incorrect statement regarding Article 350A:
(A) It targets children belonging to linguistic minority groups.
(B) It mandates instruction in the mother-tongue up to the university level.
(C) It places an obligation on every State and local authority within the State.
(D) It seeks to protect the cultural and linguistic identity of minorities.

123. Which corresponding mechanism was established under Article 350B to safeguard the interests of linguistic minorities?
(A) Special Officer for Linguistic Minorities
(B) National Commission for Minorities
(C) Central Institute of Indian Languages
(D) National Council for Teacher Education

124. What is the fundamental difference between Article 29(1) and Article 350A?
(A) Article 29(1) protects script and culture; Article 350A mandates primary education facilities.
(B) Article 29(1) applies exclusively to religious minorities, while Article 350A applies universally to all citizens.
(C) Article 350A is an enforceable Fundamental Right, whereas Article 29(1) is classified as a Directive Principle.

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Article 29(2) and Article 46 in the Champakam Dorairajan case?
(A) 1st Amendment Act, 1951
(B) 42nd Amendment Act, 1976
(C) 44th Amendment Act, 1978
(D) 86th Amendment Act, 2002

72. A Principal allocates a specific proportion of the school's welfare fund to purchase assistive devices and special educational kits for students belonging to extremely marginalized communities, prioritizing them over general infrastructure upgrades. This administrative prioritization aligns most closely with the philosophy of:
(A) Article 46
(B) Article 16(4)
(C) Article 28
(D) Article 51A

73. Identify the correct pair mapping the constitutional provision to its target group:
(A) Article 46 — Weaker sections including SC/ST
(B) Article 45 — Scheduled Castes and Tribes
(C) Article 21A — Children below 6 years
(D) Article 30 — Socially and educationally backward classes

74. Article 46 aims at the educational and economic promotion of weaker sections. In the context of education policies like Samagra Shiksha, how is this principle practically implemented?
(A) By establishing separate, dedicated public schools restricted exclusively to children from weaker sections.
(B) By implementing targeted financial support, inclusive pedagogy, and dropout prevention strategies.
(C) By completely exempting students from weaker sections from taking all mandatory formal school examinations.
(D) By lowering the minimum professional qualification requirements for teachers assigned to these specific sections.

75. Article 51A(k) was added to the Constitution to impose a fundamental duty regarding education. On whom is this duty imposed?
(A) The parent or guardian
(B) The State Government
(C) The Central Government
(D) The School Management Committee

76. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Article 51A(k) makes it a punishable offense if parents fail to send their children to school.
Reason (R): Fundamental Duties under Part IVA of the Constitution are inherently non-justiciable and cannot be enforced directly through legal penalties unless backed by specific parliamentary legislation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

77. The fundamental duty under Article 51A(k) applies to providing opportunities for education to children in which age group?
(A) 0 to 6 years
(B) 6 to 14 years
(C) 14 to 18 years
(D) 6 to 18 years

78. Which Constitutional Amendment Act introduced Article 51A(k)?
(A) 42nd Amendment Act, 1976
(B) 44th Amendment Act, 1978
(C) 86th Amendment Act, 2002
(D) 93rd Amendment Act, 2005

79. The insertion of Article 51A(k) completed a constitutional triad regarding the right to education. Which other two articles constitute this triad established by the 86th Amendment?
(A) Article 21A and Article 45
(B) Article 14 and Article 21
(C) Article 29 and Article 30
(D) Article 15(4) and Article 16(4)

80. What is the precise language used in Article 51A(k) defining the action required by the parent or guardian?
(A) "to provide free and compulsory education"
(B) "to provide opportunities for education to his child or, as the case may be, ward"
(C) "to ensure regular attendance in school"
(D) "to pay taxes for the educational development of the nation"

81. In the context of community participation and School Management Committees (SMCs), how

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(C) I, II and III only
(D) II, III and IV only

63. Identify the incorrect statement regarding the transition of Article 45:
(A) The original text of Article 45 formed the basis of the Unni Krishnan judgment's assertion of the right to education.
(B) The 86th Amendment deleted Article 45 from the Constitution.
(C) The new text of Article 45 shifted the focus to children below six years of age.
(D) Article 45 remains a non-justiciable Directive Principle of State Policy.

64. The philosophical justification for changing the text of Article 45 was that:
(A) Primary education became a Fundamental Right under Article 21A, refocusing Article 45 on early childhood care.
(B) The State lacked adequate public financial resources required to support universal secondary education programs.
(C) Private school management associations strongly opposed the original constitutional wording of Article 45 text.
(D) The United Nations educational conventions legally mandated all member nations to modify their constitutions by 2000.

65. The integration of Early Childhood Care and Education (ECCE) into the formal schooling structure (5+3+3+4) by NEP 2020 realizes the directive of which specific constitutional provision?
(A) Article 45
(B) Article 21
(C) Article 29
(D) Article 51A

66. Which constitutional principle explains why a parent cannot directly approach the Supreme Court via Article 32 to compel the government to open a pre-school in their village under Article 45?
(A) Article 37 renders Directive Principles non-enforceable by courts.
(B) The Doctrine of Severability which isolates unconstitutional statutory provisions.
(C) Article 13 which invalidates laws inconsistent with fundamental rights guarantees.
(D) The Doctrine of Pith and Substance used to determine legislative competence.

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67. Article 46 of the Constitution directs the State to promote with special care the educational and economic interests of:
(A) Weaker sections of the people, especially Scheduled Castes and Scheduled Tribes.
(B) Religiously defined minority groups recognized across various Indian states and union territories.
(C) Linguistically distinct minority communities residing within specific state regions.
(D) All women and young children requiring special protective social welfare legislation.

68. Consider the following statements regarding Article 46:
I. It obligates the State to protect the weaker sections from social injustice and all forms of exploitation.
II. It provides the constitutional underpinning for various scholarship schemes for SC/ST students.
III. It is an enforceable fundamental right under Part III of the Constitution.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

69. When the Directorate of Education implements special remedial classes and provides free study material specifically targeting students from SC, ST, and weaker sections, it is fulfilling the mandate of:
(A) Article 46
(B) Article 14
(C) Article 28
(D) Article 30

70. In the landmark case of State of Madras v. Champakam Dorairajan, the conflict between Fundamental Rights and Directive Principles involved Article 29(2) and which other Article concerning the educational interests of weaker sections?
(A) Article 41
(B) Article 46
(C) Article 45
(D) Article 47

71. Which constitutional amendment was necessitated directly as a result of the Supreme Court's ruling regarding the clash between

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

90. The concept of a "National System of Education" as envisaged in the National Policy on Education (NPE) 1986 was structurally made possible primarily due to:
(A) The legislative transfer of education to the Concurrent List.
(B) The complete structural abolition of independent state education boards across all Indian states.
(C) The formal enactment and statutory enforcement of the University Grants Commission Act.
(D) The nationwide structural introduction and implementation of the standard 10+2+3 academic system.

91. Which Constitutional Amendment Act transferred the subject of Education from the State List to the Concurrent List?
(A) 24th Amendment Act, 1971
(B) 42nd Amendment Act, 1976
(C) 44th Amendment Act, 1978
(D) 86th Amendment Act, 2002

92. The 42nd Constitutional Amendment Act, 1976, transferred five subjects from the State List to the Concurrent List. Along with Education, which of the following was also transferred?
(A) Public Health
(B) Forests
(C) Police
(D) Local Government

93. Prior to the 42nd Amendment, under which entry of the State List was Education placed?
(A) Entry 11
(B) Entry 20
(C) Entry 25
(D) Entry 32

94. Identify the incorrect statement regarding the 42nd Constitutional Amendment's impact on education:
(A) It curtailed the powers of the states to legislate on education entirely.
(B) It enabled the Parliament to enact uniform educational laws applicable across the country.
(C) It shifted Entry 11 of the State List to Entry 25 of the Concurrent List.
(D) It allowed the central government to take a more proactive role in funding and policy-making for school education.

95. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The 42nd Amendment fundamentally altered the federal structure of educational administration in India.
Reason (R): By moving education to the Concurrent List, it ensured that in case of a conflict between central and state laws on education, the central law would generally prevail.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

96. Which major central intervention in school education became structurally feasible and legally uniform across states largely due to the 42nd Amendment's shift of education to the Concurrent List?
(A) Sarva Shiksha Abhiyan (SSA)
(B) Establishment of State Boards
(C) Appointment of Village Education Committees
(D) The Delhi School Education Act 1973

97. The Swaran Singh Committee recommendations primarily led to the enactment of which Constitutional Amendment that impacted educational governance?
(A) 42nd Amendment
(B) 1st Amendment
(C) 73rd Amendment
(D) 86th Amendment

98. Following the 42nd Amendment, how is the financial responsibility for education shared in centrally sponsored schemes like Samagra Shiksha?
(A) Shared between Centre and States (e.g., 60:40 ratio for most states).
(B) Financed 100% directly by the Central Government through federal allocations.
(C) Financed 100% directly by individual State Governments from state revenues.

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(D) Financed entirely through municipal and local self-government body taxation.

99. Article 15(4) empowers the State to make special provisions for the advancement of:
(A) Socially and educationally backward classes, Scheduled Castes, and Scheduled Tribes.
(B) Religiously and linguistically defined minority communities recognized across various states.
(C) Classes designated strictly as economically weaker sections based on household income limits.
(D) Women and young children requiring targeted protective social and educational development programs.

100. Which Constitutional Amendment Act added Article 15(4) to the Constitution to overcome the Supreme Court judgment in the Champakam Dorairajan case?
(A) 1st Amendment Act, 1951
(B) 42nd Amendment Act, 1976
(C) 77th Amendment Act, 1995
(D) 93rd Amendment Act, 2005

101. Consider the following statements regarding Article 15(5):
I. It was added by the 93rd Constitutional Amendment Act, 2005.
II. It enables the State to make special provisions regarding admission to educational institutions, including private educational institutions.
III. It applies to minority educational institutions referred to in Article 30(1).
IV. It applies to both aided and unaided private educational institutions.
Which of the statements given above are correct?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

102. In the Pramati Educational and Cultural Trust v. Union of India case, the Supreme Court upheld the constitutional validity of which Article relating to reservations in private educational institutions?
(A) Article 15(5)
(B) Article 15(4)
(C) Article 16(4)
(D) Article 21A

103. Article 15(5) explicitly exempts which category of educational institutions from the purview of state-mandated reservation for SC/ST and OBCs in admissions?
(A) Private unaided non-minority educational institutions operating under state jurisdiction.
(B) Minority educational institutions covered under Article 30(1).
(C) Central Universities established and directly administered under Acts of Parliament.
(D) State Government aided higher educational institutions receiving public maintenance grants.

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104. The 103rd Constitutional Amendment Act, 2019 added Article 15(6). What is its primary focus concerning educational institutions?
(A) Reserving up to 10% seats for Economically Weaker Sections (EWS).
(B) Expanding affirmative action quotas for Socially and Educationally Backward Classes across all state universities.
(C) Mandatory administrative provisions securing equal educational access and specialized facilities for transgender students.
(D) Establishing dedicated educational reservation quotas for children of active armed forces and defense personnel nationwide.

105. A private unaided school refuses to implement a state notification mandating a 25% reservation for children belonging to weaker sections, claiming that as an unaided institution, their fundamental right to practice any profession under Article 19(1)(g) is violated. Which provision definitively counters their argument?
(A) Article 15(5)
(B) Article 15(4)
(C) Article 28
(D) Article 29(2)

106. Identify the incorrect pair regarding reservation provisions in education:
(A) Article 15(3) — Quotas for disabled persons
(B) Article 15(4) — Added by the 1st Constitutional Amendment Act, 1951
(C) Article 15(5) — Added by the 93rd Constitutional Amendment Act, 2005
(D) Article 15(6) — Added by the 103rd Constitutional Amendment Act, 2019

107. The Central Educational Institutions (Reservation in Admission) Act, 2006, which provides 27% reservation for OBCs in central institutions, draws its constitutional authority from:
(A) Article 15(4) and 15(5)
(B) Article 16(4)
(C) Article 21A
(D) Article 29(2)

108. Consider the following statements regarding Article 16(4) in the context of educational administration:
I. It empowers the State to make provisions for the reservation of appointments or posts in favour of any backward class of citizens.
II. It is directly applicable to the admission of students in educational institutions.
III. It applies to the recruitment of teachers and principals in government schools.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

109. Article 16(4) is an enabling provision for reservation in public employment. What is the constitutional prerequisite for a class of citizens to be eligible for this reservation?
(A) They must belong exclusively to a legally recognized religious or linguistic minority group.
(B) They must reside permanently in designated rural or backward administrative regions.
(C) They are not adequately represented in State services.
(D) They must hold educational qualifications strictly below the graduate level in public institutions.

110. In the context of teacher recruitment by state selection boards, the implementation of the roster system for SC, ST, and OBC candidates is legally rooted in:
(A) Article 16(4)
(B) Article 14
(C) Article 15(4)
(D) Article 46

111. Which Landmark Supreme Court judgment established the 50% ceiling limit on reservations under Article 16(4), which impacts the recruitment policies of teachers and educational administrators?
(A) Kesavananda Bharati v. State of Kerala
(B) Indra Sawhney v. Union of India
(C) M. Nagaraj v. Union of India
(D) Ashok Kumar Thakur v. Union of India

112. Article 16(4A), introduced by the 77th Amendment Act, 1995, specifically provides for:
(A) Reservation in promotion with consequential seniority for SCs and STs.
(B) Special affirmative action quotas for Economically Weaker Sections across public recruitment.
(C) Carrying forward unfilled reserved backlogs to subsequent recruitment years without limit.
(D) Mandatory percentage reservations for women candidates in public educational administration.

113. While Article 15(4) deals with special provisions for the educational advancement of backward classes, Article 16(4) specifically focuses on:
(A) Securing equal opportunity in public employment.
(B) Administering direct cash scholarship transfers to backward class students in colleges.
(C) Regulating student admission quotas in private un-aided professional institutions nationwide.
(D) Providing free standardized textbooks, uniforms, and learning materials to primary schools.

114. Identify the incorrect statement regarding the application of Article 16 in educational recruitment:
(A) It applies to recruitment of staff in schools wholly maintained by the State.
(B) It mandates that no citizen shall be discriminated against on grounds only of religion, race, caste, sex, descent, place of birth, or residence.
(C) It compels private unaided schools to follow government reservation rosters for hiring teachers.
(D) It allows the State to prescribe residential qualifications for specific posts under Article 16(3).

115. Article 16(4B), added by the 81st Amendment Act, 2000, ensures that:

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does Article 51A(k) provide a philosophical foundation?
(A) It grants legal authority to School Management Committees to levy monetary fines on non-compliant parents.
(B) It establishes education as a shared responsibility, validating parental involvement and commitment.
(C) It legally mandates that all parents must physically conduct teaching sessions at their local government school.
(D) It completely transfers the overall financial and administrative burden of primary education onto parents.

82. Which of the following best explains why Article 51A(k) uses the phrase "or, as the case may be, ward"?
(A) To cover children under legal guardianship or in orphanages when biological parents are absent.
(B) To explicitly extend fundamental constitutional duties to local political and administrative leaders.
(C) To mandate school principals to legally act as default guardians for all enrolled students.
(D) To broaden the scope of educational welfare programs to include adult non-formal learners.

83. Originally, in the Constitution of India, the subject of 'Education' (including universities) was placed in which list of the Seventh Schedule?
(A) State List
(B) Union List
(C) Concurrent List
(D) Residuary List

84. A conflict arises between a law passed by a State Legislative Assembly regarding school curriculum and a regulation issued by the Central Government on the same matter. How is it determined which law prevails, keeping the Seventh Schedule in mind?
(A) The State law prevails unconditionally because school education remains a matter of exclusive State jurisdiction.
(B) Central law prevails under Article 254 repugnancy rules as education is in the Concurrent List.
(C) Both legislative enactments are automatically suspended until the Supreme Court issues a final constitutional ruling.
(D) The local school management board holds discretionary authority to select which regulation to implement locally.

85. The historical shift of Education from the State List to the Concurrent List was recommended by which major Education Commission?
(A) Radhakrishnan Commission
(B) Kothari Commission (1964-66)
(C) Mudaliar Commission
(D) National Knowledge Commission

86. Which entry in the Concurrent List (List III) currently deals with Education, including technical education, medical education and universities?
(A) Entry 11
(B) Entry 25
(C) Entry 63
(D) Entry 66

87. Even though Education is in the Concurrent List, coordination and determination of standards in institutions for higher education or research and scientific and technical institutions remains exclusively under which list?
(A) State List (Entry 11)
(B) Concurrent List (Entry 25)
(C) Union List (Entry 66)
(D) Union List (Entry 63)

88. What was the primary governance implication of moving Education to the Concurrent List?
(A) It established shared responsibility, allowing national legislation alongside state laws.
(B) It completely eliminated State governments from participating in educational planning and policy execution.
(C) It allowed private non-governmental entities to establish degree-granting universities without statutory approval.
(D) It mandated that the entirety of state school educational budgets must be directly funded by the Centre.

89. Consider the following statements regarding the placement of Education in the Seventh Schedule:
I. Before 1976, the Central Government had no legislative power over school education.
II. Entry 25 of the Concurrent List covers all levels of education, subject to the provisions of certain entries in the Union List.
III. The RTE Act, 2009 was enacted by the Parliament utilizing the powers under the Concurrent List.

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(D) There is no fundamental difference between the two provisions as both are completely identical in legal scope.

125. The landmark judgment in Mohini Jain v. State of Karnataka (1992) primarily dealt with the unconstitutionality of:
(A) Charging capitation fees by educational institutions.
(B) Imposition of corporal punishment and mental harassment on students in schools.
(C) Unwarranted state regulatory interference in minority-run educational institutions.
(D) Structural implementation of the three-language formula across secondary schools.

126. In the Mohini Jain case, the Supreme Court declared that the Right to Education is a Fundamental Right flowing directly from:
(A) Article 21
(B) Article 14
(C) Article 19(1)(a)
(D) Article 30

127. What was the broad (and later modified) scope of the Right to Education as pronounced in the Mohini Jain judgment?
(A) The fundamental right to education is legally available only to young children up to 14 years of age.
(B) It is a fundamental right for all citizens at all educational levels, including higher education.
(C) The fundamental right to education is restricted strictly to basic primary education across all states.
(D) The right to education applies exclusively to state-funded and government-aided educational institutions.

128. Consider the following statements about the Mohini Jain judgment:
I. It explicitly linked human dignity under Article 21 with access to education.
II. It held that the State is under a constitutional mandate to provide educational institutions at all levels for the benefit of citizens.
III. It justified charging higher fees from students not admitted on merit quotas in medical colleges.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

129. The Supreme Court in the Mohini Jain case observed that the Directive Principles of State Policy regarding education (Articles 41 and 45) must be:
(A) Read into Fundamental Rights to ensure enforceability.
(B) Disregarded whenever the State lacks adequate financial and administrative resources.
(C) Interpreted as non-binding administrative guidelines possessing no direct legal force.
(D) Completely replaced by statutory enactments passed by Central and State legislatures.

130. The petitioner, Mohini Jain, had challenged the admission notification of a private medical college in which state?
(A) Karnataka
(B) Maharashtra
(C) Tamil Nadu
(D) Uttar Pradesh

131. Identify the incorrect statement concerning the impact of the Mohini Jain judgment:
(A) It established that education is a sacred right and cannot be treated as a commercial commodity for sale.
(B) It successfully laid the foundational jurisprudential framework for the right to education in India.
(C) Its broad ruling of an absolute right at all levels was permanently upheld without modification.
(D) It strongly condemned the commercialisation and profiteering practices in professional education.

132. A private management running an unaided school demands a non-refundable "building donation fund" from parents at the time of admission. Drawing upon the legal principle established in Mohini Jain and later codified in the RTE Act, the education department issues a show-cause notice to the school. This administrative action is based on the premise that:
(A) Private educational institutions must be operated completely free of charge for all students across the board.
(B) Capitation fees or forced donations commercialise education and are unconstitutional.

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181. Under the constitutional scheme, "reasonable accommodation" for a student with disabilities means:
(A) Adjustments to ensure persons with disabilities enjoy rights equally.
(B) Providing free board and lodging hostel accommodation to all enrolled disabled students.
(C) Lowering passing marks to 10% across all formal academic examinations for disabled pupils.
(D) Granting complete exemption to disabled students from attending any physical classes.

182. Which Article prohibits discrimination on grounds of religion, race, caste, sex or place of birth, and is expansively interpreted by courts to prohibit discrimination based on disability in educational access?
(A) Article 15
(B) Article 14
(C) Article 19
(D) Article 20

183. The overall reservation policy framework in education derives its constitutional basis primarily from the principle of:
(A) Substantive Equality principles.
(B) Formal Equality doctrines across public sectors.
(C) Absolute Equality principles in law enforcement.
(D) Laissez-faire economic and regulatory approaches.

184. In the context of reservations in educational institutions, what does the "creamy layer" concept imply?
(A) Socially advanced OBCs excluded from reservation benefits.
(B) Top academic performers awarded merit scholarships in state universities.
(C) Management quota students admitted into private unaided professional colleges.
(D) General category students competing strictly on unreserved merit quotas.

185. Which landmark Supreme Court judgment directed the government to exclude the "creamy layer" from OBC reservations, a principle that applies to educational reservations under Article 15 as well?
(A) Indra Sawhney Case
(B) Minerva Mills Case
(C) Vishaka Case
(D) S.R. Bommai Case

186. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The Constitution allows the State to provide up to 10% reservation for Economically Weaker Sections (EWS) in educational institutions.
Reason (R): Article 15(6) was introduced by the 103rd Constitutional Amendment specifically to enable special provisions for the advancement of any economically weaker sections of citizens.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

187. The total quantum of reservation (excluding EWS) in public educational institutions and employment is generally capped by the Supreme Court at:
(A) 27%
(B) 49.5% (commonly referred to as the 50% ceiling)
(C) 60%
(D) 69%

188. Which schedule of the Constitution protects certain state laws (like the Tamil Nadu Reservation Act providing 69% reservation) from being challenged in courts on the ground of violating fundamental rights?
(A) Ninth Schedule
(B) Fifth Schedule
(C) Seventh Schedule
(D) Tenth Schedule

189. A Government school Principal receives an application for admission under the EWS quota established under Article 15(6). The applicant's family belongs to the OBC category and already avails of OBC reservation benefits. Should the Principal consider this application under the EWS quota?
(A) No, Article 15(6) excludes classes covered under clauses (4) and (5).
(B) Yes, because the applicant family meets state economic weakness criteria.
(C) Yes, eligible students can simultaneously combine both OBC and EWS reservation

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full autonomy to recruit qualified teachers.

141. The landmark 11-judge bench decision in T.M.A. Pai Foundation v. State of Karnataka (2002) primarily dealt with the rights of:
(A) Rights of private institutions to establish and administer educational centers.
(B) Power of the State to completely nationalize and control primary school education.
(C) Rights of school teachers to form trade unions and organize collective strikes.
(D) Entitlement of higher education students to demand free professional instruction.

142. What was the ruling of the TMA Pai judgment regarding the "scheme" of fixing payment seats and free seats framed in the Unni Krishnan case?
(A) It fully upheld the Unni Krishnan admission scheme as a valid regulatory framework.
(B) It extended the payment-seat scheme across all primary and secondary levels of education.
(C) It struck down the scheme as an unreasonable restriction on private school autonomy.
(D) It transferred the complete administrative authority of running the scheme to State Governments.

143. Consider the following statements regarding the TMA Pai Foundation judgment:
I. It recognized that the establishment of an educational institution falls under the fundamental right to carry on any occupation under Article 19(1)(g).
II. It gave absolute freedom to private unaided institutions to charge capitation fees.
III. It stated that the State cannot impose its reservation policy on minority and non-minority private unaided institutions.
IV. It affirmed that maximum autonomy should be given to private unaided institutions in administration and admissions.
Which of the statements given above are correct?
(A) I, II and III only
(B) I, III and IV only
(C) II, III and IV only
(D) I, II, III and IV

144. In the TMA Pai case, how did the Supreme Court define the unit for determining the status of a religious or linguistic minority under Article 30?
(A) The State where the institution is established.
(B) The entire Territory of India considered as a single nation-wide demographic unit.
(C) The specific District or Municipal administrative division population metrics.
(D) The local municipal corporation area boundaries where the school operates.

145. According to the TMA Pai judgment, can a minority educational institution receiving state aid be compelled to admit non-minority students?
(A) No, minority institutions hold an absolute right to admit exclusively students from their own community.
(B) Yes, the State can prescribe a reasonable percentage of non-minority students to promote integration.
(C) Yes, they are constitutionally mandated to reserve exactly 50% of seats for the majority community.
(D) No, minority institutions are completely exempt from non-minority quotas unless linguistic in nature.

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146. Which aspect of administrative autonomy of private unaided schools was heavily protected by the TMA Pai judgment?
(A) Right to fix fee structures without profiteering or capitation fees.
(B) Right to grant independent academic degrees without obtaining university affiliation.
(C) Right to completely opt out of and ignore all statutory provisions of the RTE Act.
(D) Right to employ teaching personnel without adhering to state educational qualifications.

147. Identify the incorrect statement regarding the implications of the TMA Pai judgment:
(A) It recognized the crucial role of private enterprise in the education sector.
(B) It distinguished between aided and unaided institutions regarding the degree of state control.
(C) It allowed the government to take over the management of private unaided schools at its discretion.
(D) It maintained that regulations ensuring academic standards and preventing maladministration can be imposed by the State.

148. The phrase "occupation" under Article 19(1)(g) was interpreted in the TMA Pai case to include the running of educational institutions. However,

the court explicitly stated that education cannot be treated as a:
(A) Profit-driven trade or business.
(B) Recognized noble career or professional calling.
(C) Altruistic social service or charitable activity.
(D) Fundamental right guaranteed under Part III.

149. Consider the following statements:
I. Mohini Jain declared right to education a fundamental right.
II. Unni Krishnan restricted it up to 14 years of age.
III. TMA Pai established the autonomy of private unaided educational institutions.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

150. The Supreme Court judgment in Society for Unaided Private Schools of Rajasthan v. Union of India (2012) primarily examined the constitutional validity of:
(A) The Right of Children to Free and Compulsory Education Act, 2009.
(B) The comprehensive framework of the National Education Policy of 1986.
(C) The statutory provisions of the Delhi School Education Act of 1973.
(D) The provisions of the 42nd Constitutional Amendment Act of 1976.

151. In the Society for Unaided Private Schools case, the Supreme Court upheld Section 12(1)(c) of the RTE Act. What does this section mandate?
(A) 25% Class I reservation for disadvantaged groups in private unaided schools.
(B) Complete legislative banning of private tuitions by government school teachers.
(C) Absolute prohibition of corporal punishment and mental harassment in classrooms.
(D) Mandatory establishment of School Management Committees across all private schools.

152. Which category of schools was explicitly exempted from the purview of the RTE Act (and the 25% mandate) by the Supreme Court in this judgment (and later reinforced in Pramati Trust)?
(A) Private unaided non-minority schools
(B) Specified category schools like Kendriya Vidyalayas
(C) Unaided minority educational institutions
(D) State-aided minority schools

153. What was the primary constitutional argument raised by private schools against the 25% RTE quota in the Society for Unaided Private Schools case?
(A) It unreasonably restricted occupation rights under Article 19(1)(g).
(B) It infringed upon freedom of conscience and religious management under Article 25.
(C) It directly violated individual right to life and personal liberty guarantees under Article 21.
(D) It unconstitutionally breached state legislative powers under the Concurrent List entries.

154. How did the Supreme Court justify the imposition of the 25% quota on private unaided non-minority schools?
(A) As a reasonable restriction under Article 19(6) fulfilling Article 21A.
(B) By invoking emergency administrative powers under national security provisions.
(C) By declaring that private educational property is subject to state ownership.
(D) By completely overruling and setting aside the TMA Pai judgment framework.

155. A newly appointed Principal of a private unaided non-minority school wants to refuse admission to students applying under the EWS quota, citing the school's administrative autonomy established in the TMA Pai case. How is this decision evaluated legally?
(A) It violates Society for Unaided Private Schools precedent upholding the RTE quota.
(B) The decision is constitutionally valid based on minority protection guarantees under Article 30.
(C) The decision is legally sound because RTE provisions do not apply to private schools in urban areas.
(D) The decision is legally valid provided it receives formal approval from the local Parent-Teacher Association.

156. The judgment in Society for Unaided Private Schools highlighted that the obligation to

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provide free and compulsory education under Article 21A rests primarily on:
(A) The State, with private entities supplementing and sharing the burden.
(B) Private unaided non-minority educational institutions operating within the state boundaries.
(C) Parents, guardians, and local community management committees across school districts.
(D) International educational non-governmental organizations operating in primary sector.

157. Identify the incorrect statement regarding the findings of the 2012 judgment on RTE validity:
(A) The RTE Act is constitutionally valid.
(B) The 25% reservation applies to private unaided non-minority schools.
(C) The State must reimburse private unaided schools for the 25% quota at the state's per-child expenditure rate or actual school fee, whichever is lower.
(D) Aided minority schools must admit 50% EWS students entirely at their own cost.

158. Following the judgment, which constitutional amendment was subsequently validated in the Pramati Educational Trust case (2014) to cement the application of reservation policies in private unaided educational institutions?
(A) 93rd Amendment (inserting Article 15(5)).
(B) 86th Constitutional Amendment Act, 2002.
(C) 97th Constitutional Amendment Act, 2011.
(D) 103rd Constitutional Amendment Act, 2019.

159. The proactive role of the Indian Judiciary in shaping the RTE implementation is best described as an example of:
(A) Judicial Activism and Public Interest Litigation.
(B) Strict doctrine of Judicial Restraint in policy matters.
(C) Judicial Review of executive orders concerning military tribunals.
(D) Exercise of Original Jurisdiction over inter-state boundary disputes.

160. Which prominent tool did civil society organizations and individuals repeatedly use in the Supreme Court to force the government to implement educational policies effectively?
(A) Public Interest Litigation (PIL)
(B) Quo Warranto
(C) Special Leave Petitions exclusively
(D) Advisory Jurisdiction

161. In Avinash Mehrotra v. Union of India (2009), the Supreme Court mandated basic infrastructure standards for schools primarily to ensure:
(A) Providing high-speed digital internet connections in government schools.
(B) Ensuring school fire safety following the Kumbakonam tragedy.
(C) Mandatory installation of centralized air conditioning in school classrooms.
(D) Establishing interactive multi-media smart classrooms in primary schools.

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162. How has the judiciary interpreted the RTE Act regarding the provision of basic facilities like drinking water and separate toilets for boys and girls?
(A) Integral components of Article 21A, making absence an FR violation.
(B) Optional physical facilities dependent strictly on state fund availability.
(C) Matters exclusively under municipal purview, outside constitutional law.
(D) Basic infrastructure facilities mandated solely for private institutions.

163. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The judiciary has firmly ruled that a lack of financial resources cannot be cited by the State as a valid excuse for failing to implement the Right to Education.
Reason (R): Article 21A provides an absolute mandate for free and compulsory education for children aged 6-14, making it an enforceable fundamental right independent of economic capacity limits.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

164. In Environmental & Ecological Protection Samity v. Executive Engineer, the judiciary emphasized that schools must not be located near:
(A) Hazardous industries safeguarding the right to life.
(B) Densely populated residential neighborhoods and suburban housing colonies.
(C) Central municipal administrative offices and

government secretariats.
(D) Public parks, recreational zones, and designated municipal open spaces.

165. The role of the judiciary in RTE has shifted from merely declaring rights to:
(A) Monitoring timelines and directing teacher vacancy fills via mandamus.
(B) Formulating and drafting daily classroom lesson plans for school teachers.
(C) Directly conducting annual formal term examinations across state schools.
(D) Completely abolishing executive ministries and departments of education.

166. A significant intervention by the judiciary regarding the safety of school children transported in buses led to the formulation of which set of guidelines?
(A) Supreme Court Guidelines on School Bus Safety.
(B) Vishaka Guidelines on preventing sexual harassment at workplaces.
(C) Central Board of Secondary Education School Affiliation Bye-Laws.
(D) National Disaster Management Authority School Safety Guidelines.

167. The relationship between Fundamental Rights (Part III) and Directive Principles of State Policy (Part IV) in the context of education has evolved from outright conflict to:
(A) Harmonious construction and integration
(B) Complete separation
(C) Dominance of Part IV over Part III in all cases
(D) Abolition of Part IV

168. A state government passes a law reducing the funding for primary education to zero in order to fulfill a Directive Principle related to agriculture. A citizen challenges this. How will the courts evaluate this based on the current constitutional framework?
(A) Strike down the law because DPSPs cannot abrogate Fundamental Rights.
(B) Uphold the state legislation on the principle that DPSPs override Fundamental Rights.
(C) Dismiss the petition entirely on grounds that educational policies are beyond judicial review.
(D) Refer the constitutional dispute to the President of India for a final binding decision.

169. In Minerva Mills v. Union of India, the Supreme Court established that the Indian Constitution is founded on the bedrock of the balance between Parts III and IV. How does this apply to education?
(A) Balance individual rights to run institutions with access for weaker sections.
(B) Fundamental rights to education apply strictly to wealthy citizens, while DPSPs serve the poor.
(C) Private educational institutions follow Part III, whereas government schools follow Part IV.
(D) Part III applies exclusively to primary education, while Part IV governs higher education.

170. Which doctrine is frequently employed by courts to ensure that laws implementing educational directives under Part IV do not unnecessarily trample over fundamental rights under Part III?
(A) Doctrine of Harmonious Construction.
(B) Doctrine of Eclipse applied to pre-constitutional laws.
(C) Doctrine of Colorable Legislation on legislative power.
(D) Legal Doctrine of Laches concerning delay in petitions.

171. Initially, in the Champakam Dorairajan case, what was the Supreme Court's stance on the conflict between Fundamental Rights and Directive Principles?
(A) Directive Principles completely override and supersede Fundamental Rights in case of conflict.
(B) Fundamental Rights and Directive Principles possess equal legal weight and constitutional status.
(C) Directive Principles must conform to and run subsidiary to Fundamental Rights.
(D) Both Fundamental Rights and Directive Principles are entirely non-enforceable in state courts.

172. Consider the following statements regarding the integration of FRs and DPSPs in education:
I. The right to education was a DPSP under Article 45 before being elevated to an FR under Article 21A.
II. Courts use Article 46 (DPSP) to uphold the validity of reservations under Article 15(4) (FR).
III. Article 37 explicitly states that DPSPs are

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enforceable by the Supreme Court.

Which of the statements given above is/are correct?

(A) I only
(B) I and II only
(C) II and III only
(D) I, II and III

173. The Unni Krishnan judgment specifically utilized which interpretive technique regarding Parts III and IV?

(A) It explicitly declared Part IV of the Constitution unconstitutional.
(B) It read Article 45 into Article 21, making the directive enforceable.
(C) It firmly established that Article 21 maintains no legal connection to Part IV provisions.
(D) It removed the subject of education entirely from Entry 25 of the Concurrent List.

174. The constitutional provisions ensuring equality and non-discrimination (Articles 14 and 15) lay the foundation for which specific demographic in educational policy today?

(A) Persons with Disabilities / Children with Special Needs.
(B) Academically advanced students possessing exceptional linguistic talents.
(C) International non-resident students admitted under cultural exchange quotas.
(D) Elite student-athletes competing in national sports development programs.

175. The Rights of Persons with Disabilities (RPwD) Act, 2016, which mandates inclusive education, draws its fundamental constitutional backing from:

(A) Article 21 (Dignity) and Article 14 (Equality).
(B) Article 18 concerning the constitutional abolition of titles in India.
(C) Article 24 prohibiting child labour in factories and hazardous work.
(D) Article 51 directing state promotion of international peace and security.

176. Which specific Constitutional Article empowers the State to make special provisions for women and children, thereby enabling specific educational schemes for girl children with disabilities?

(A) Article 15(3)
(B) Article 15(1)
(C) Article 16(2)
(D) Article 17

177. A school denies admission to a child with a locomotive disability, citing that their building does not have ramps and they cannot afford to build them. Under the constitutional framework (Articles 14, 21A) and the RPwD Act, what is the legal position?

(A) The school possesses a full right to refuse admission to preserve its infrastructure.
(B) Denial violates Article 21A; school must provide reasonable accommodation.
(C) The disabled child must be mandatorily enrolled only in specialized special schools.
(D) The school administration can legally demand that parents finance ramp construction.

178. What percentage of reservation in higher educational institutions is mandated for persons with benchmark disabilities under the RPwD Act 2016, realizing the constitutional goal of equality of opportunity?

(A) 3%
(B) 4%
(C) 5%
(D) 10%

179. The RTE Act, drawing from constitutional provisions, was amended in 2012 to specifically include children with disabilities in the definition of:

(A) Child belonging to disadvantaged group
(B) Specified category children
(C) Creamy layer
(D) Minorities

180. Consider the following statements concerning constitutional provisions and CWSN:

I. Article 41 directs the State to make effective provision for securing the right to education and public assistance in cases of disablement.
II. The RPwD Act provides free education for children with benchmark disabilities up to 18 years of age.
III. Inclusive education is recognized as a statutory mandate to fulfill Article 21A.
IV. Minority institutions are exempt from providing barrier-free access.

Which of the statements given above are correct?

(A) I, II and III only
(B) I, III and IV only
(C) II, III and IV only
(D) I, II, III and IV

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(C) Unaided private schools are restricted to charging fees strictly prescribed by Central Government guidelines.
(D) Private school managements are constitutionally barred from maintaining separate capital infrastructure building funds.

133. The Unni Krishnan, J.P. v. State of Andhra Pradesh (1993) judgment modified the broad ruling of the Mohini Jain case. How did it restrict the Right to Education?
(A) It limited the fundamental right to education strictly to children up to 14 years of age.
(B) It overturned previous precedents by declaring that the right to education is not a fundamental right at all.
(C) It restricted the fundamental constitutional right to education exclusively to recognized religious minorities.
(D) It ruled that only fully state-funded government schools are legally mandated to provide free education.

134. According to the Unni Krishnan judgment, the obligation of the State to provide education to citizens after they complete the age of 14 years is subject to:
(A) Formal written consent and concurrence of private educational institutions.
(B) Limits of the State's economic capacity and development.
(C) Prior approval and explicit authorization from the Supreme Court of India.
(D) Willingness and financial ability of parents to pay higher educational taxes.

135. Which specific scheme regarding admissions to professional colleges was formulated by the Supreme Court in the Unni Krishnan case (which was later struck down in TMA Pai)?
(A) The Free-Seat / Payment-Seat Scheme.
(B) The 100% Management Quota Admission Scheme.
(C) The Universal Public Scholarship Scheme.
(D) The Centralised University Entry Test Scheme.

136. The Unni Krishnan judgment harmonized Part III and Part IV of the Constitution by reading which Article alongside Article 21?
(A) Article 45
(B) Article 44
(C) Article 47
(D) Article 50

137. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The Unni Krishnan judgment was a crucial stepping stone towards the 86th Constitutional Amendment.
Reason (R): By legally defining the fundamental right to education as applicable up to 14 years of age, it provided the exact parameter that the Parliament later codified into Article 21A.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

138. In the Unni Krishnan case, the Supreme Court categorised educational institutions into different types to regulate fee structures. Which of the following was NOT one of the principles laid down?
(A) Commercialisation and profiteering in education are strictly prohibited under constitutional principles.
(B) Private unaided institutions have a right to charge any capitation fee.
(C) The State retains full regulatory authority over the fee structures of private professional colleges.
(D) Affiliation or recognition of educational institutions can be revoked if capitation fees are demanded.

139. Identify the correct sequence of the evolution of the Right to Education in Supreme Court jurisprudence:
(A) Unni Krishnan → Mohini Jain → TMA Pai
(B) Mohini Jain → Unni Krishnan → TMA Pai
(C) TMA Pai → Mohini Jain → Unni Krishnan
(D) Mohini Jain → TMA Pai → Unni Krishnan

140. Which specific argument of the private educational institutions was rejected by the Court in the Unni Krishnan case?
(A) That private entities possess a general right to establish educational institutions.
(B) That imparting education constitutes a 'trade or business' under Article 19(1)(g).
(C) That private colleges hold full legal entitlement to affiliate with state universities.
(D) That private school management maintains

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quotas.
(D) No, because EWS statutory quotas apply strictly to private unaided institutions.

190. The constitutional validity of the 103rd Amendment (EWS Reservation) was recently upheld by the Supreme Court in which case?
(A) Janhit Abhiyan v. Union of India
(B) Neil Aurelio Nunes v. Union of India
(C) Mukesh Kumar v. State of Uttarakhand
(D) Jarnail Singh v. L.N. Gupta

191. How does the constitutional framework treat reservation in minority educational institutions?
(A) They are explicitly exempted under Article 15(5).
(B) They are bound to implement state reservation policies for SC/ST/OBC students.
(C) They must reserve 50% of seats for candidates from the majority community.
(D) They are required strictly to implement EWS reservations in admissions.

192. Article 350 of the Constitution grants every person the right to submit a representation for the redress of any grievance. In what language can this representation be made?
(A) Any language used in the Union or the State.
(B) Strictly in Hindi or English official languages.
(C) Exclusively in the designated official language of the State.
(D) Exclusively in languages listed under the Eighth Schedule.

193. How does Article 350 practically impact educational administration at the school level?
(A) It ensures parents can submit grievances in any language used in the state.
(B) It mandates that all school textbooks must be translated into all 22 scheduled languages.
(C) It forces schools to teach all academic subjects exclusively in the local regional dialect.
(D) It strictly prohibits the use of English in all official school administrative correspondence.

194. Consider the following statements regarding linguistic safeguards in the Constitution:
I. Article 350 allows representation for redressal of grievances in any language used in the State.
II. Article 350A mandates primary education facilities in the mother-tongue for linguistic minorities.
III. Article 350B provides for a Special Officer for linguistic minorities.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

195. If a parent submits a written grievance regarding their child's safety to the Directorate of Education in a minority language used in the State, what does Article 350 stipulate regarding the reception of this document?
(A) Directorate must accept representations in any language used in the State.
(B) Directorate can reject the representation and demand a certified Hindi translation.
(C) Directorate should immediately forward all minority language documents to the Centre.
(D) Parents are required to pay a translation fee directly to school authorities.

196. The right under Article 350 is available to:
(A) Every person
(B) Only citizens of India
(C) Only linguistic minorities
(D) Only government employees

197. Which part of the Indian Constitution contains Articles 350, 350A, and 350B, which are vital for linguistic rights in education?
(A) Part XVII (Official Language)
(B) Part III (Fundamental Rights)
(C) Part IV (Directive Principles)
(D) Part XX (Amendment of the Constitution)

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198. A local NGO representing a migrant community submits a detailed representation concerning the lack of mother-tongue teachers in a specific district. The representation is written in their native language, which is spoken by a sizable population in that area. The District Education Officer refuses to accept it, stating it must be in the official state language. Based on Article 350, what is the correct administrative evaluation of the DEO's action?
(A) DEO's action violates the right to submit grievances in any state language.
(B) DEO is correct, as Hindi is designated as the national official language.
(C) DEO is correct because official correspondence must be conducted in English or Hindi.
(D) NGO must first get the language formally

recognized in the Eighth Schedule.

199. What distinguishes the scope of Article 350 from Article 350A?
(A) Article 350 covers grievance redressal; 350A mandates primary education facilities.
(B) Article 350 concerns medium of instruction, whereas 350A governs official state languages.
(C) Both provisions are identical and apply exclusively to public primary school administration.
(D) Article 350 applies only to Supreme Court proceedings, while 350A applies to local schools.

200. The foundational objective behind Articles 347, 350, 350A, and 350B is to:
(A) Safeguard and promote inclusivity for linguistic minorities.
(B) Ensure the absolute dominance and mandatory adoption of Hindi across India.
(C) Prevent students from learning foreign languages in Indian school institutions.
(D) Force state governments to conduct official administrative business in English.

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ANSWERS

1. (A) Article 21
Article 21 of the Indian Constitution guarantees the protection of life and personal liberty. The Supreme Court expanded this mandate by declaring that the right to life encompasses living with human dignity. Since dignity cannot be achieved without education, the court established the intrinsic constitutional linkage between education and life under this provision.

2. (C) Protection of life and personal liberty
Prior to the introduction of Article 21A through constitutional amendment, judicial decisions derived the fundamental right to education directly from Article 21. Courts interpreted the phrase protection of life and personal liberty expansively, reasoning that meaningful personal liberty and a dignified life cannot exist without access to basic educational opportunities for all citizens.

3. (A) Both A and R are true and R is the correct explanation of A
Judicial jurisprudence firmly establishes that the right to life under Article 21 extends beyond mere animal existence to include living with human dignity. Because quality education is indispensable for developing human personality and dignity, courts implicitly integrated educational rights into Article 21, making the reasoning a direct explanation of the assertion.

4. (D) Mohini Jain v. State of Karnataka
The landmark ruling in Mohini Jain v. State of Karnataka in 1992 was the first Supreme Court judgment to explicitly declare that the right to education flows directly from Article 21. The bench held that human dignity guaranteed under the right to life cannot be realized unless citizens are provided access to education.

5. (B) The right was interpreted to be absolute for all citizens regardless of their age.
Prior to 2002, judicial interpretation did not treat the fundamental right to education as an absolute right for all ages. In the Unni Krishnan ruling of 1993, the Supreme Court clarified that the fundamental right to education under Article 21 applies strictly to children up to fourteen years, after which economic limits apply.

6. (B) I and III only
The Supreme Court established that education is a prerequisite for a dignified life under Article 21, forming the conceptual foundation for the Unni Krishnan judgment. However, the court limited the fundamental right to elementary education up to fourteen years of age, rather than extending it unconditionally across higher educational levels.

7. (D) A constitutional mandate was required to obligate the State to guarantee primary education through law.
Although judicial rulings derived education from Article 21, an explicit constitutional amendment was necessary to create a distinct, enforceable mandate. Introducing Article 21A placed a direct legal obligation on the State to enact federal statutory frameworks ensuring free and compulsory primary education to all children within the specified age criteria.

8. (A) It lacked an age-specific constitutional mandate obligating the State to offer free education.
Relying solely on general judicial interpretations of Article 21 created legal ambiguity because the text lacked specific statutory parameters and age limits. Without an explicit constitutional provision like Article 21A, the State was not bound by a direct, age-defined constitutional duty to provide universal free elementary education through operational legislation.

9. (B) Article 21A
Article 21A guarantees free and compulsory education to children aged six to fourteen years. The Right to Education Act, enacted under this provision, mandates age-appropriate admission for out-of-school children. Consequently, admitting a ten-year-old child to a class suitable for their age without prior formal schooling is directly backed by Article 21A.

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10. (B) Tapas Majumdar Committee
The Tapas Majumdar Committee, appointed in 1999 by the Central Government, evaluated the financial outlay and institutional resources necessary for universal elementary education. The committee explicitly recommended making free and compulsory education a fundamental right, paving the financial and policy foundation for inserting Article 21A into the Indian Constitution.

11. (A) III, I, II, IV
The historical evolution began with the Mohini Jain judgment in 1992, followed by the Unni Krishnan decision in 1993 which refined the scope of educational rights. Subsequently, Parliament enacted the 86th Constitutional Amendment Act in 2002, which eventually led to the statutory enactment of the RTE Act in 2009.

12. (C) The ruling in Unni Krishnan case establishing the fundamental right to education up to 14 years of age.
In the Unni Krishnan case of 1993, the Supreme Court held that every child has a fundamental right to free education until completing fourteen years of age. This landmark ruling created a legal imperative for Parliament to formalize the decision by enacting the 86th Constitutional Amendment and inserting Article 21A.

13. (D) I, II, III and IV
Free education was originally listed under Part IV in Article 45. The Unni Krishnan case established the right up to age fourteen, while the Tapas Majumdar Committee assessed implementation expenditures. The 83rd Constitutional Amendment Bill of 1997 represented the initial legislative effort to introduce a dedicated constitutional article for education.

14. (C) The Unni Krishnan judgment stated that the right to education is a fundamental right for all citizens up to the university level.
The Unni Krishnan judgment did not extend the fundamental right to education up to the university level. While it recognized a fundamental right for children up to fourteen years, it explicitly ruled that access to higher and university education remains strictly subject to the economic capacity and development limits of the State.

15. (B) The financial expenditure and resource mobilization needed to implement universal elementary education.
The Tapas Majumdar Committee was established in 1999 to examine the financial implications of making elementary education a fundamental right. It calculated the total capital expenditure, operational costs, and resource mobilization required over a ten-year period to operationalise universal free and compulsory primary education across all Indian states.

16. (A) Both A and R are true and R is the correct explanation of A
Article 21A was framed as an enabling provision stating that the State shall provide education in such manner as determined by law. Consequently, the constitutional right required statutory operationalisation through federal legislation, which occurred when Parliament enacted the Right to Education Act, making the reason a correct explanation.

17. (B) 6 to 14 years
Article 21A of the Indian Constitution specifically guarantees free and compulsory education to all children aged six to fourteen years. This targeted age bracket corresponds to elementary education, spanning Grades 1 through 8, establishing an enforceable fundamental right for children within this precise demographic across the nation.

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18. (C) Part III, Part IV, and Part IVA (Fundamental Duties)
The 86th Constitutional Amendment Act of 2002 modified three distinct sections of the Constitution. It inserted Article 21A into Part III, revised the text of Article 45 in Part IV regarding early childhood care, and added clause (k) to Article 51A in Part IVA, creating a fundamental duty for parents.

19. (A) To provide free and compulsory education
Article 21A explicitly dictates that the State shall provide free and compulsory education to all children of the age of six to fourteen years. This dual standard ensures that no financial burden prevents a child from completing elementary education and obligates state authorities to ensure enrollment, attendance, and completion.

20. (D) It delegates implementation details to statutory law, enabling flexible state-level regulation.
Article 21A includes the phrase in such manner as the State may, by law, determine. This constitutional wording delegates the procedural mechanisms, standards, and administrative rules to statutory legislation, enabling Parliament and state legislatures to enact appropriate laws, such as the RTE Act, to fulfill the constitutional mandate.

21. (A) Article 21A guarantees barrier-free, age-appropriate admission for children up to 14 years.
Article 21A and its enabling statutory framework mandate barrier-free access to elementary education for children aged six to fourteen years. Lack of documentation, such as transfer certificates, cannot be used to deny admission. Schools are legally required to enroll such children into age-appropriate classes to fulfill their fundamental right.

22. (C) 'State shall provide' instead of 'State shall endeavour to provide' in the mandate.
The original text of Article 45 was a directive principle stating that the State shall endeavour to provide free and compulsory education. In contrast, Article 21A uses the imperative mandate State shall provide, converting a non-justiciable policy goal into an enforceable fundamental right guaranteed under Part III.

23. (D) Article 29 — Amended to mandate primary education quotas in minority schools
The 86th Constitutional Amendment Act of 2002 made specific modifications to Article 21A, Article 45, and Article 51A. It did not amend Article 29. Provisions regarding reservations in educational institutions were addressed through separate constitutional amendments, such as the 93rd Amendment, which inserted Article 15(5) into Part III.

24. (C) 1st April 2010
Although passed in 2002, Article 21A formally came into effect on April 1, 2010, concurrently with the operationalization of its enabling statutory legislation, the Right of Children to Free and Compulsory Education Act, 2009. This marked the official enforceability of free elementary education as a fundamental right nationwide.

25. (B) The Legislature
The legal phrase in such manner as the State may, by law, determine grants legislative authority to Parliament and state assemblies. Only statutory enactments passed by competent legislative bodies can lay down the operational norms, regulatory requirements, and administrative frameworks needed to enforce the fundamental right granted by Article 21A.

26. (B) I and II only
Article 28 prohibits religious instruction in educational institutions wholly maintained out of State funds, while exempting institutions administered by the State but established under an endowment or trust requiring religious instruction. However, private state-aided institutions cannot compel students to attend religious instruction without explicit parental or guardian consent.

27. (B) The student's parent or legal guardian has provided explicit written consent.
Under Article 28(3), no person attending an educational institution recognized by the State or receiving State aid can be compelled to participate in religious instruction or worship. If the student is a minor, attending such instruction or worship requires the explicit written consent of their parent or legal guardian.

28. (D) Institutions wholly maintained out of State funds
Article 28(1) contains an absolute constitutional prohibition against imparting religious instruction in educational institutions that are wholly maintained out of State funds. This restriction ensures that public financial resources are utilized strictly in accordance with secular principles, prohibiting religious indoctrination in completely state-funded academic institutions.

29. (A) Teaching specific religious doctrines, dogmas, and ritualistic practices.
In the context of Article 28, religious instruction refers to teaching specific religious dogmas, doctrines, sectarian beliefs, or ritualistic practices. It is legally distinguished from broad study of comparative religions, academic analysis of historical philosophies, or universal moral education, which do not violate the constitutional prohibition on religious instruction.

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Birds, and Administration of Justice (excluding the constitution and organisation of Supreme Court and High Courts).

93. (A) Entry 11
Before the 42nd Amendment in 1976, Education was placed under Entry 11 of List II (State List) in the Seventh Schedule. That entry read: Education including universities, subject to the provisions of entries 63, 64, 65 and 66 of List I and entry 25 of List III.

94. (A) It curtailed the powers of the states to legislate on education entirely.
The 42nd Amendment did not eliminate state legislative powers over education. By placing education on the Concurrent List, it granted joint legislative authority to both Parliament and State Assemblies. States retain full power to pass education laws, provided they do not conflict with central statutes.

95. (A) Both A and R are true and R is the correct explanation of A
The 42nd Amendment fundamentally reshaped educational governance by introducing a concurrent framework. Because central legislation supersedes conflicting state enactments under Article 254 in concurrent subjects, the amendment established central policy primacy, making the reason a correct explanation for the assertion.

96. (A) Sarva Shiksha Abhiyan (SSA)
Major nationwide centrally sponsored initiatives, such as Sarva Shiksha Abhiyan, became feasible because concurrent jurisdiction enabled the Central Government to directly finance, standardize, and monitor primary school development across states. Joint legislative competence allowed national targets and operational guidelines to be implemented uniformly throughout India.

97. (A) 42nd Amendment
The Sardar Swaran Singh Committee was appointed in 1976 to recommend constitutional amendments. While its primary focus was adding Fundamental Duties, its broader recommendations regarding federal governance influenced the enactment of the 42nd Constitutional Amendment Act, which transferred education to the Concurrent List.

98. (A) Shared between Centre and States (e.g., 60:40 ratio for most states).
Under the concurrent framework, major educational schemes like Samagra Shiksha are executed as Centrally Sponsored Schemes. Financial liability is shared between the Central Government and State Governments, typically through a 60:40 fund-sharing formula for general states and a 90:10 ratio for North-Eastern and Himalayan states.

99. (A) Socially and educationally backward classes, Scheduled Castes, and Scheduled Tribes.
Article 15(4) empowers the State to make special provisions for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes. This includes creating special admission quotas and affirmative action programs in educational institutions.

100. (A) 1st Amendment Act, 1951
Article 15(4) was introduced by the 1st Constitutional Amendment Act of 1951. Parliament enacted this provision to override the Supreme Court's decision in State of Madras v. Champakam Dorairajan, enabling the State to implement targeted educational reservations for backward classes, SCs, and STs.

101. (B) I, II and IV only
Article 15(5), introduced by the 93rd Amendment in 2005, enables the State to make special provisions and reservations regarding admission to educational institutions, including private aided and unaided institutions. However, clause (5) explicitly excludes minority educational institutions covered under Article 30(1) from its purview.

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102. (A) Article 15(5)
In Pramati Educational and Cultural Trust v. Union of India (2014), a Constitution Bench of the Supreme Court upheld the constitutional validity of Article 15(5). The court ruled that mandating reservations for backward classes in private unaided non-minority institutions does not violate the fundamental rights of private school management.

103. (B) Minority educational institutions covered under Article 30(1).
Article 15(5) explicitly excludes minority educational institutions referred to in Article

40. (A) Yes, conservation rights implicitly include establishing institutions for that purpose.
The Supreme Court has held that the right to conserve language, script, or culture under Article 29(1) includes the right to take necessary steps to preserve it. Establishing educational institutions serves as an effective mechanism to impart and conserve language and culture, implicitly linking educational preservation to Article 29(1).

41. (C) Article 29(2)
Article 29(2) prohibits state-maintained or state-aided educational institutions from denying admission to any citizen based solely on religion, race, caste, or language. A government order restricting admission based on language directly violates this constitutional guarantee, rendering such administrative circulars unconstitutional and void under fundamental rights jurisprudence.

42. (B) All religious and linguistic minority groups across the territory of India.
Article 30(1) grants all minorities, whether based on religion or language, the fundamental right to establish and administer educational institutions of their choice. This constitutional protection is specifically designed to enable minority communities to preserve their cultural identity and provide quality education to their members without undue state interference.

43. (B) The State shall not discriminate in granting aid on the ground that an institution is managed by a minority.
Article 30(2) dictates that the State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language. This ensures equitable public financial support for all educational establishments.

44. (B) Article 29(1) protects any section of citizens, while Article 30(1) applies only to religious and linguistic minorities.
Article 29(1) extends its protective scope to any section of citizens residing in India possessing a distinct language, script, or culture, encompassing both majority and minority demographics. Conversely, Article 30(1) grants the right to establish and administer educational institutions exclusively to recognized religious and linguistic minorities.

45. (B) Maladminister the institution or ignore basic academic standards
The right to administer under Article 30(1) does not include the right to maladminister an educational institution. The Supreme Court has consistently held that the State retains regulatory authority to enforce reasonable academic standards, health and safety norms, sanitary conditions, and employment welfare regulations to ensure educational excellence.

46. (B) II and III only
The State can impose reasonable regulations on minority educational institutions to maintain academic standards, infrastructure safety, and administrative efficiency. Furthermore, receiving State financial aid does not strip an institution of its minority character under Article 30, provided it maintains its fundamental establishment identity and administrative management structure.

47. (A) It must be established AND administered by a minority.
To claim constitutional protection under Article 30(1), an institution must satisfy the dual requirement of being established and administered by a religious or linguistic minority. If an institution was not established by a minority community, subsequent management or administration by that community does not confer Article 30 protection.

48. (C) Dissolving and taking over the Managing Committee — State can completely take over.
The State cannot completely dissolve or take over the managing committee of a minority educational institution, as doing so directly destroys its constitutional administrative autonomy under Article 30(1). While the State can regulate academic standards and correct financial mismanagement, absolute administrative takeover remains unconstitutional.

49. (B) 50%
In the St. Stephen's College case, the Supreme Court ruled that aided minority educational institutions could reserve seats for students of their own community to maintain their minority character. The court fixed a maximum cap of 50% for such community-based reservations, ensuring that the remaining seats were available on merit.

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71. (A) 1st Amendment Act, 1951
Following the decision in Champakam Dorairajan, Parliament passed the 1st Constitutional Amendment Act in 1951. This amendment added clause (4) to Article 15, empowering the State to make special provisions for the advancement of socially and educationally backward classes or SCs and STs in educational settings.

72. (A) Article 46
Prioritizing institutional resources and welfare grants to support students from marginalized communities reflects the philosophy of Article 46. This directive principle guides public authorities to deploy special administrative measures aimed at advancing the educational wellbeing of weaker sections and protecting them against educational and social disparities.

73. (A) Article 46 — Weaker sections including SC/ ST
Article 46 specifically addresses the educational and economic promotion of weaker sections of the people, particularly Scheduled Castes and Scheduled Tribes. In contrast, Article 45 targets children under six years, Article 21A covers six to fourteen years, and Article 30 addresses religious and linguistic minority groups.

74. (B) By implementing targeted financial support, inclusive pedagogy, and dropout prevention strategies.
Article 46 is implemented in educational schemes like Samagra Shiksha through targeted interventions. These include providing free uniforms, textbooks, residential schools like Kasturba Gandhi Balika Vidyalayas, special stipends, and inclusive learning frameworks designed to reduce dropout rates among marginalized students and ensure equitable educational outcomes.

75. (A) The parent or guardian
Article 51A(k) places a fundamental duty specifically on a parent or guardian. It dictates that every citizen who is a parent or guardian must provide opportunities for education to their child or ward, as the case may be, between the age of six and fourteen years.

76. (D) A is false but R is true
Article 51A(k) sets out a moral and civic duty for parents rather than a direct criminal statute. Fundamental duties under Part IVA are non-justiciable by themselves and cannot carry legal penalties or prosecution unless Parliament enacts specific legislation enforcing those duties through statutory penalties, making statement A false.

77. (B) 6 to 14 years
Article 51A(k) explicitly specifies the age bracket of six to fourteen years. It obligates parents and legal guardians to ensure that children within this age range are provided adequate opportunities for receiving elementary education, matching the constitutional age parameters defined under Article 21A.

78. (C) 86th Amendment Act, 2002
Article 51A(k) was added to the Constitution by the 86th Constitutional Amendment Act of 2002. This amendment introduced the 11th fundamental duty into Part IVA, complementing the insertion of Article 21A in Part III and the revision of Article 45 in Part IV of the Constitution.

79. (A) Article 21A and Article 45
The 86th Constitutional Amendment Act of 2002 created a comprehensive educational triad within the Indian Constitution. It simultaneously enacted Article 21A as a Fundamental Right, substituted the text of Article 45 as a Directive Principle, and added clause (k) to Article 51A as a Fundamental Duty.

80. (B) "to provide opportunities for education to his child or, as the case may be, ward"
The precise statutory phrasing of Article 51A(k) requires a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years. This wording emphasizes parental responsibility in facilitating access to schooling.

81. (B) It establishes education as a shared responsibility, validating parental involvement and commitment.
Article 51A(k) provides a strong philosophical foundation for participatory bodies like School Management Committees by establishing education as a shared duty between the State and families. Encouraging parental responsibility fosters community ownership, active monitoring of school operations, and collaborative governance in primary educational institutions.

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became an enforceable fundamental right under Article 21A, whereas early childhood care and education for children aged zero to six years was placed exclusively under the directive principles of Article 45.

61. (A) Both Article 21A and Article 45
The National Education Policy 2020 introduces a foundational stage covering ages three to eight. This framework integrates three years of early childhood education under Article 45 with the initial two years of formal primary schooling guaranteed as a fundamental right under Article 21A, aligning both constitutional provisions smoothly.

62. (B) II and III only
Article 45 focuses on early childhood care and education for children under six years and serves as the constitutional policy base for Anganwadi centres under the ICDS scheme. However, as a Directive Principle under Part IV, it remains non-justiciable and was amended by the 86th, not 93rd, Amendment.

63. (B) The 86th Amendment deleted Article 45 from the Constitution.
The 86th Constitutional Amendment Act did not delete Article 45 from the Constitution. Instead, it substituted its text with a new mandate focusing on early childhood care and education for children below six years of age, maintaining Article 45 as an active Directive Principle within Part IV.

64. (A) Primary education became a Fundamental Right under Article 21A, refocusing Article 45 on early childhood care.
Re-framing Article 45 was necessary because free primary education for children aged six to fourteen years was elevated to a fundamental right under Article 21A. Refocusing Article 45 ensured that early childhood care and pre-primary education for children below six years remained an explicit constitutional priority for State policies.

65. (A) Article 45
Integrating Early Childhood Care and Education into the formal 5+3+3+4 structural design directly fulfills the directive of Article 45. By formalizing developmental and pre-school learning for children aged three to six years, the policy operationalizes the constitutional instruction to provide early childhood care and pre-primary learning facilities.

66. (A) Article 37 renders Directive Principles non-enforceable by courts.
Article 37 explicitly states that provisions contained in Part IV are not enforceable by any court. Consequently, while Directive Principles like Article 45 guide governance and law-making, citizens cannot file petitions under Article 32 to seek judicial orders compelling the State to execute these specific policy goals.

67. (A) Weaker sections of the people, especially Scheduled Castes and Scheduled Tribes.
Article 46 directs the State to promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes. It further instructs the State to protect them from social injustice and all forms of exploitation.

68. (B) I and II only
Article 46 mandates state protection against social injustice and provides the constitutional justification for educational welfare schemes and scholarships targeting SC/ST students. However, as a Directive Principle of State Policy in Part IV, Article 46 is non-justiciable and does not constitute an directly enforceable fundamental right.

69. (A) Article 46
Implementing specialized remedial coaching, supplying free educational materials, and delivering dedicated academic support for SC, ST, and weaker section students directly operationalizes Article 46. These targeted affirmative administrative measures execute the constitutional directive to promote the educational interests of historically disadvantaged communities with special care.

70. (B) Article 46
In State of Madras v. Champakam Dorairajan (1951), the conflict involved Article 29(2), which prohibits discrimination in state admissions, and Article 46, which directs the State to promote the educational interests of weaker sections. The court ruled that Directive Principles could not override Fundamental Rights guaranteed under Part III.

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50. (B) 44th Amendment Act, 1978
Clause (1A) was added to Article 30 by the 44th Constitutional Amendment Act of 1978. This insertion occurred when the general fundamental right to property was repealed, ensuring that minority educational institutions retained constitutional protection regarding state acquisition of their property and entitlement to proper compensation.

51. (B) To ensure acquisition compensation does not restrict or abrogate rights guaranteed under Article 30(1).
Article 30(1A) mandates that when the State compulsorily acquires property belonging to a minority educational institution, the compensation fixed or determined must ensure that the fundamental right guaranteed under Article 30(1) to establish and administer educational institutions is not restricted, impaired, or completely abrogated.

52. (A) Article 19(1)(f) and Article 31
Prior to its repeal by the 44th Constitutional Amendment Act in 1978, the right to property was protected as a fundamental right under Article 19(1)(f) and Article 31. Following the amendment, property rights were removed from Part III, necessitating specific protective provisions like Article 30(1A) for minority institutions.

53. (A) Both A and R are true and R is the correct explanation of A
Although general fundamental property rights were deleted by the 44th Amendment, Article 30(1A) was explicitly inserted to safeguard minority educational institutions. It obligates the State to provide adequate acquisition compensation so that administrative rights are not impaired, making the reason a correct explanation for the assertion.

54. (B) Compensation must ensure the right to maintain an educational institution is not restricted or abrogated.
Article 30(1A) dictates that state land acquisition affecting a minority educational institution must be accompanied by compensation calculated to preserve the institution's operational viability. The payment must ensure that the underlying constitutional right to establish and administer the institution remains intact and un-abrogated after the acquisition.

55. (A) Article 300A
Following the 44th Constitutional Amendment Act of 1978, the general right to property was relocated from Part III to Part XII. It now exists as a statutory and constitutional right under Article 300A, which dictates that no person shall be deprived of their property save by authority of law.

56. (B) Educational institutions established and administered by religious or linguistic minorities.
The compensatory protection mandated by Article 30(1A) applies exclusively to educational institutions established and administered by religious or linguistic minorities. This safeguard guarantees that public acquisition of institutional real estate does not jeopardize the operational continuance or legal autonomy guaranteed to minority institutions under Part III.

57. (B) Yes, because compensation must ensure the constitutional right to run the institution is not abrogated.
The advice is sound because Article 30(1A) mandates that state acquisition compensation for minority institutional property must not abrogate the right guaranteed under Article 30(1). If standard circle rates prevent procuring alternative land and threaten institutional functioning, the compensation fails to satisfy this specific constitutional protection.

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58. (A) Early childhood care and education for all children until six years of age.
Following the 86th Constitutional Amendment Act of 2002, the text of Article 45 was modified. It now directs the State to endeavour to provide early childhood care and education for all children until they complete the age of six years, shifting pre-school care into Part IV.

59. (B) 10 years
The original text of Article 45 directed the State to endeavour to provide free and compulsory education for all children until they completed fourteen years of age within a period of ten years from the commencement of the Constitution. This original timeline expired in 1960 without achieving universal primary education.

60. (A) 0 to 6 years
The 86th Constitutional Amendment Act bifurcated educational age brackets. Elementary education for children aged six to fourteen years

82. (A) To cover children under legal guardianship or in orphanages when biological parents are absent.
The inclusion of the term ward in Article 51A(k) ensures that the fundamental duty extends beyond biological parents to legal guardians, custodians, and institutional caretakers. This legal phrasing guarantees that children without living parents or those residing in foster care remain protected under the educational duty mandate.

83. (A) State List
In the original 1950 Constitution of India, the subject of Education, including universities, was placed in the State List under Entry 11 of the Seventh Schedule. Consequently, state legislatures initially possessed exclusive competence to enact laws governing primary, secondary, and university education within their borders.

84. (B) Central law prevails under Article 254 repugnancy rules as education is in the Concurrent List.
Because Education resides under Entry 25 of the Concurrent List, both Parliament and State Assemblies possess legislative competence. In the event of a direct conflict or repugnancy between central and state enactments, the central law prevails across the country under Article 254 of the Indian Constitution.

85. (B) Kothari Commission (1964-66)
The Education Commission (1964-66), popularly known as the Kothari Commission, recommended that education be placed on the Concurrent List. The commission argued that central legislative and financial participation was necessary to establish a national system of education, standardise quality, and ensure national integration across all states.

86. (B) Entry 25
Entry 25 of List III in the Seventh Schedule covers Education, including technical education, medical education and universities, subject to the provisions of entries 63, 64, 65 and 66 of List I. This entry grants concurrent legislative authority to both the Central Government and State Governments.

87. (C) Union List (Entry 66)
Entry 66 of List I reserves the coordination and determination of standards in institutions for higher education or research and scientific and technical institutions exclusively to Parliament. State legislation regarding higher education must conform to standards established under this Union List power by central regulators like UGC.

88. (A) It established shared responsibility, allowing national legislation alongside state laws.
Placing Education on the Concurrent List established a model of shared federal governance. It empowered Parliament to enact nationwide legislation, formulate uniform educational policies, and fund national educational programs, while preserving the legislative and administrative capacity of State Governments to manage local educational structures and needs.

89. (D) I, II and III
Prior to 1976, school education remained an exclusive State subject under Entry 11. Shifting it to Entry 25 of the Concurrent List allowed Parliament to enact central statutes, such as the RTE Act of 2009, creating shared legislative powers and federal standards across Indian states.

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90. (A) The legislative transfer of education to the Concurrent List.
The National Policy on Education 1986 conceptualised a National System of Education featuring common curricular frameworks and uniform educational structures. This national strategy became legally feasible because the 42nd Amendment transferred education to the Concurrent List, enabling central leadership and nationwide policy coordination across states.

91. (B) 42nd Amendment Act, 1976
The 42nd Constitutional Amendment Act of 1976 transferred the subject of Education from the State List to the Concurrent List. This amendment removed Entry 11 from List II and integrated education under Entry 25 of List III in the Seventh Schedule of the Indian Constitution.

92. (B) Forests
The 42nd Constitutional Amendment Act of 1976 transferred five subjects from the State List to the Concurrent List: Education, Forests, Weights and Measures, Protection of Wild Animals and

30. (A) Article 28(2)
Article 28(2) explicitly provides an exception to the prohibition on religious instruction. It states that institutions administered by the State, but established under an endowment or trust requiring the imparting of religious instruction, are exempt from the restriction outlined in Article 28(1), preserving the trust's original objectives.

31. (C) Express consent from the minor student's parent or guardian must be obtained.
Under Article 28(3), students attending state-aided or recognized educational institutions cannot be forced to participate in religious instruction. For minor students, active participation or attendance in optional religious classes requires express consent from their parent or legal guardian, protecting individual freedom of conscience in educational environments.

32. (C) It prohibits the academic study of religions in state-funded universities.
Article 28 prohibits religious instruction, which means indoctrination into specific religious faiths. It does not prohibit academic, scientific, or philosophical study of comparative religions in state-funded universities. Academic courses analyzing religious history, literature, and philosophy remain constitutionally permissible as secular education under Indian law.

33. (A) Recognized by the State or receiving aid out of State funds
Article 28(3) protects individuals from compulsory participation in religious instruction or worship in educational institutions recognized by the State or receiving aid out of State funds. Voluntary participation in such activities is permitted only when students, or their parents if minors, provide positive written consent.

34. (B) Any section of citizens residing within any part of Indian territory.
Article 29(1) extends protection to any section of citizens residing in the territory of India having a distinct language, script, or culture. Unlike Article 30, which applies strictly to minorities, Article 29(1) protects both majority and minority groups seeking to conserve their distinct language, script, or cultural heritage.

35. (B) Both A and R are true but R is not the correct explanation of A
Article 29(2) guarantees that no citizen shall be denied admission into state-maintained or state-aided educational institutions solely on grounds of religion, race, caste, or language. While both statements accurately reflect constitutional principles, the reason provided does not constitute the direct logical or constitutional explanation for the assertion.

36. (B) Jagdev Singh Sidhanti v. Pratap Singh Daulta
In Jagdev Singh Sidhanti v. Pratap Singh Daulta, the Supreme Court ruled that political agitation for the conservation of a language under Article 29(1) does not constitute a corrupt electoral practice under election laws. The court affirmed that preserving linguistic identity is a constitutionally protected fundamental right for citizens.

37. (D) Sex
Article 29(2) specifies four grounds on which admission to state-maintained or state-aided educational institutions cannot be denied: religion, race, caste, and language. Conspicuously, sex and place of birth are omitted from Article 29(2), distinguishing its specific non-discrimination criteria from the broader provisions contained in Article 15(1).

38. (B) It applies to institutions maintained by the State or receiving state financial aid.
Article 29(2) protects individual citizens from discriminatory admission practices in educational institutions maintained by the State or receiving financial aid from State funds. The scope of this provision is not limited to minority institutions, as it secures non-discriminatory access to public and state-aided education for all citizens.

39. (A) Article 29(2)
In State of Bombay v. Bombay Education Society, the Supreme Court struck down a state order restricting admission to English-medium schools to Anglo-Indians. The court held that denying admission to other citizens based solely on language violated Article 29(2), which prohibits discrimination in state-aided institutions based on language.

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30(1) from its purview. Consequently, state-mandated reservation quotas for SC, ST, and OBC candidates in student admissions cannot be forced upon aided or unaided minority-run educational institutions protected under Article 30.

104. (A) Reserving up to 10% seats for Economically Weaker Sections (EWS).
Added by the 103rd Constitutional Amendment Act in 2019, Article 15(6) empowers the State to make special provisions for the advancement of Economically Weaker Sections. It permits up to a 10% reservation for EWS candidates in admissions to educational institutions, including private aided and unaided non-minority institutions.

105. (A) Article 15(5)
Article 15(5) explicitly enables the State to make reservation laws for disadvantaged groups in private educational institutions, whether aided or unaided by the State. This constitutional provision restricts the general right to carry on an occupation under Article 19(1)(g), invalidating claims that reservation mandates in private non-minority schools are unconstitutional.

106. (A) Article 15(3) — Quotas for disabled persons
Article 15(3) empowers the State to make special provisions specifically for women and children. It does not explicitly mention disabled persons. Reservation for persons with benchmark disabilities is granted through statutory legislation, such as the RPwD Act 2016, supported by Article 14, Article 16(1), and Article 41.

107. (A) Article 15(4) and 15(5)
The Central Educational Institutions (Reservation in Admission) Act, 2006, provides a 27% reservation for Other Backward Classes in central higher educational institutions. This statutory enactment derives its constitutional backing directly from Article 15(4) and Article 15(5), which permit affirmative action in educational institution admissions.

108. (B) I and III only
Article 16(4) governs reservations in public employment, making it directly applicable to the recruitment and appointment of teachers, staff, and principals in government schools and state institutions. It does not apply to student admissions in educational institutions, which are instead regulated under Article 15(4), 15(5), and 15(6).

109. (C) They are not adequately represented in State services.
Article 16(4) contains two core constitutional prerequisites for granting recruitment reservations: the class of citizens must be backward, and in the opinion of the State, that class must not be adequately represented in the public services under the State. Adequate representation is the key baseline metric for applying quotas.

110. (A) Article 16(4)
Utilizing reservation rosters for SC, ST, and OBC candidates during teacher recruitment by state selection boards is legally anchored in Article 16(4). This provision empowers state recruitment bodies to reserve posts and structure roster points, ensuring equitable representation of backward classes in public educational posts.

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111. (B) Indra Sawhney v. Union of India
In Indra Sawhney v. Union of India (1992), nine judges of the Supreme Court established that total reservation under Article 16(4) should not exceed 50% in a given year. This standard ceiling directly governs recruitment policies for public school teachers, university faculty, and educational administrative staff nationwide.

112. (A) Reservation in promotion with consequential seniority for SCs and STs.
Inserted by the 77th Constitutional Amendment Act in 1995 and later modified by the 85th Amendment, Article 16(4A) empowers the State to provide reservations in promotion with consequential seniority for Scheduled Castes and Scheduled Tribes in public services, including public educational cadre appointments.

113. (A) Securing equal opportunity in public employment.
Article 15(4) focuses on special provisions for educational advancement and student admissions across academic institutions. In contrast, Article 16(4) specifically targets equality of opportunity in public employment, empowering the State to reserve appointments and service cadres for inadequately represented backward classes.

114. (C) It compels private unaided schools to follow government reservation rosters for hiring teachers.
Article 16 applies strictly to state employment and public recruitment under state control. It does not apply to employment in private unaided schools. Private unaided educational institutions are not state entities under Article 12, so they are not bound by public service reservation rosters when hiring teaching staff.

115. (B) Unfilled reserved backlog vacancies do not count toward the 50% ceiling of succeeding years.
Inserted by the 81st Amendment Act of 2000, Article 16(4B) allows the State to treat unfilled reserved backlog vacancies of a year as a distinct class of vacancies. These carry-forward backlog vacancies are excluded when calculating the 50% reservation ceiling limit for subsequent recruitment years.

116. (A) Both A and R are true and R is the correct explanation of A
Article 350A creates a constitutional directive for states to ensure primary instruction in the mother tongue for linguistic minorities. NEP 2020 promotes using the home language or local language up to Grade 5, directly operationalizing this constitutional objective, making statement R a valid explanation.

117. (B) 7th Amendment Act, 1956
Article 350A was inserted into the Constitution by the 7th Constitutional Amendment Act of 1956. This amendment followed the reorganization of states along linguistic lines and introduced specific administrative safeguards to protect the linguistic rights of minority communities in primary education.

118. (B) Primary stage
The constitutional directive in Article 350A specifically targets the primary stage of education. It mandates that every state and local authority must endeavour to provide adequate facilities for instruction in the mother-tongue strictly to children belonging to linguistic minority groups during their primary schooling years.

119. (A) The President of India
Under Article 350A, the President of India is constitutionally empowered to issue such directions to any State as he considers necessary or proper for securing the provision of instruction facilities in the mother-tongue for linguistic minority children during their primary education.

120. (B) Article 350A
Action taken by an education department to provide primary school instruction in a minority language directly fulfills Article 350A. This constitutional provision directs local authorities to secure adequate facilities for imparting primary education in the mother tongue to children belonging to linguistic minority communities.

121. (A) State Reorganization Commission (1955)
Article 350A was inserted following the recommendations of the States Reorganisation Commission (1953-55). Recognizing that redrawing state boundaries along linguistic lines created localized linguistic minorities, the commission recommended constitutional safeguards ensuring primary education in the mother tongue for minority children.

122. (B) It mandates instruction in the mother-tongue up to the university level.
Article 350A does not mandate instruction in the mother tongue up to the university level. Its scope is restricted to the primary stage of education, directing state and local authorities to provide primary instruction facilities in the mother tongue for children belonging to linguistic minority groups.

123. (A) Special Officer for Linguistic Minorities
Article 350B was inserted alongside Article 350A by the 7th Constitutional Amendment Act of 1956. It provides for a Special Officer for Linguistic Minorities, appointed by the President, to investigate all matters relating to safeguards provided for linguistic minorities under the Constitution and submit formal reports.

124. (A) Article 29(1) protects script and culture; Article 350A mandates primary education facilities.
Article 29(1) is a fundamental right granting any section of citizens the right to conserve its distinct language, script, or culture. Article 350A is a administrative directive specifically instructing states and local authorities to provide primary educational facilities in the mother tongue for linguistic minority children.

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125. (A) Charging capitation fees by educational institutions.
In Mohini Jain v. State of Karnataka (1992), the Supreme Court examined the practice of private professional institutions charging excessive capitation fees from students. The court struck down capitation fees as unconstitutional, holding that charging financial premiums for admission violates equal access principles and commercializes education.

126. (A) Article 21
In the Mohini Jain case (1992), the Supreme Court explicitly held that the Right to Education is a fundamental right flowing directly from the Right to Life under Article 21. The bench reasoned that human dignity guaranteed by Article 21 cannot be secured without access to education.

127. (B) It is a fundamental right for all citizens at all educational levels, including higher education.
The initial ruling in Mohini Jain adopted an expansive scope, declaring that the fundamental right to education applies to citizens at all levels, including professional and higher education. This broad ruling was later re-examined and restricted to elementary education up to fourteen years in the Unni Krishnan judgment.

128. (B) I and II only
The Mohini Jain judgment explicitly linked human dignity under Article 21 with educational access and stated that the State must provide educational facilities. However, it condemned charging higher capitation fees for non-merit seats, rejecting the argument that private colleges can charge arbitrary fees from non-merit applicants.

129. (A) Read into Fundamental Rights to ensure enforceability.
In the Mohini Jain judgment, the Supreme Court held that Directive Principles, particularly Articles 41 and 45 regarding education, must be read into Fundamental Rights. Combining Part III and Part IV ensured that educational goals became enforceable through Article 21's fundamental guarantee of life and dignity.

130. (A) Karnataka
Mohini Jain, a candidate seeking admission to a medical college, challenged a notification issued by the State Government of Karnataka. The notification permitted private medical colleges in Karnataka to charge exorbitant tuition fees and capitation fees from students admitted outside the government merit quota.

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131. (C) Its broad ruling of an absolute right at all levels was permanently upheld without modification.
The broad ruling in Mohini Jain was modified a year later in Unni Krishnan v. State of Andhra Pradesh (1993). The Supreme Court limited the absolute fundamental right to elementary education up to fourteen years of age, making higher education subject to state economic capacity.

132. (B) Capitation fees or forced donations commercialise education and are unconstitutional.
Demanding forced donations or capitation fees violates principles established in Mohini Jain and codified in Section 13 of the RTE Act. Collecting capitation fees commercialises education, denies equal educational access based on financial status, and infringes upon fundamental constitutional principles governing educational access.

133. (A) It limited the fundamental right to education strictly to children up to 14 years of age.
In Unni Krishnan v. State of Andhra Pradesh (1993), the Supreme Court modified the Mohini Jain decision. It held that the fundamental right to education under Article 21 exists strictly for children up to fourteen years of age, aligning the fundamental right with the parameters of Article 45.

134. (B) Limits of the State's economic capacity and development.
In the Unni Krishnan decision, the Supreme Court ruled that after a child completes fourteen years of age, their right to education becomes subject to the limits of the State's economic capacity and development, drawing directly from the phrasing contained in Article 41 of the Constitution.

135. (A) The Free-Seat / Payment-Seat Scheme.
In the Unni Krishnan case, the Supreme Court formulated a detailed administrative regulatory framework known as the Free-Seat / Payment-Seat Scheme for professional colleges. This scheme sought to eliminate arbitrary capitation fees by cross-subsidising merit students using

156. (A) The State, with private entities supplementing and sharing the burden.
The Supreme Court clarified that the primary constitutional duty to guarantee free and compulsory elementary education under Article 21A rests on the State. However, private educational institutions supplement the State's efforts, justifying legislative measures requiring private schools to participate in fulfilling this constitutional responsibility.

157. (D) Aided minority schools must admit 50% EWS students entirely at their own cost.
The 2012 judgment did not mandate that aided minority schools admit 50% EWS students at their own cost. While the RTE Act applies to non-minority private unaided schools, minority educational institutions protected under Article 30(1) were exempted from statutory mandates that abrogate their constitutional management autonomy.

158. (A) 93rd Amendment (inserting Article 15(5)).
In Pramati Educational and Cultural Trust v. Union of India (2014), the Supreme Court formally upheld the validity of the 93rd Constitutional Amendment Act, 2005. This amendment inserted Article 15(5), validating affirmative action and reservation mandates in private aided and unaided educational institutions across India.

159. (A) Judicial Activism and Public Interest Litigation.
The evolution of the Right to Education highlights judicial activism in India. By expanding Article 21, reading Part IV directives into fundamental rights, and issuing structural directives through Public Interest Litigation, the judiciary pushed Parliament to enact the 86th Constitutional Amendment and the RTE Act.

160. (A) Public Interest Litigation (PIL)
Public Interest Litigation under Article 32 and Article 226 served as a key procedural mechanism for civil society organizations and citizens to enforce educational rights. Courts used PILs to address systemic gaps, monitor teacher vacancies, mandate school infrastructure, and secure effective execution of educational policies nationwide.

161. (B) Ensuring school fire safety following the Kumbakonam tragedy.
Following a fire tragedy at a school in Kumbakonam, Tamil Nadu, the Supreme Court in Avinash Mehrotra v. Union of India (2009) issued comprehensive safety guidelines. The court ruled that safe infrastructure, including fire safety measures, forms an integral part of the Right to Education under Article 21.

162. (A) Integral components of Article 21A, making absence an FR violation.
The Supreme Court has repeatedly held that basic physical infrastructure—including safe drinking water, functional separate toilets for boys and girls, and proper classrooms—is an integral part of the fundamental right to education under Article 21A, making the absence of these amenities a constitutional violation.

163. (A) Both A and R are true and R is the correct explanation of A
The Supreme Court has ruled that financial constraints cannot excuse a State from fulfilling fundamental rights. Because Article 21A creates an absolute and enforceable right for children aged six to fourteen years, state authorities must allocate necessary financial resources, making statement R a correct explanation.

164. (A) Hazardous industries safeguarding the right to life.
The judiciary emphasized that educational institutions must not be located near hazardous industries, chemical plants, or unsafe zones. Securing a safe physical environment around schools is protected under Article 21, ensuring that children's fundamental right to education is exercised in environment free from health and life threats.

165. (A) Monitoring timelines and directing teacher vacancy fills via mandamus.
Judicial intervention in education has shifted from declaring general rights to structural monitoring. Through writs of mandamus, courts actively enforce timelines, order state authorities to fill teacher vacancies, direct infrastructure upgrades, and monitor administrative compliance with the RTE Act to ensure operational enforcement.

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146. (A) Right to fix fee structures without profiteering or capitation fees.
The TMA Pai ruling protected the autonomy of private unaided institutions to determine their own fee structures, provided they do not collect capitation fees or engage in profiteering. Schools are permitted to generate reasonable financial surpluses for institutional growth and educational development without state price-fixing.

147. (C) It allowed the government to take over the management of private unaided schools at its discretion.
The TMA Pai judgment did not allow the government to take over private unaided schools at its discretion. Instead, the court curtailed arbitrary state interference, establishing that private unaided institutions possess operational autonomy regarding management, teacher selection, and admissions, subject only to basic regulatory oversight.

148. (A) Profit-driven trade or business.
In TMA Pai, the court classified running an educational institution as an occupation under Article 19(1)(g), distinguishing it from a commercial trade or business. Imparting education remains a charitable and noble endeavor in Indian constitutional law, prohibiting commercialization and profit-driven business operations in the education sector.

149. (D) I, II and III
All three statements accurately trace judicial evolution: Mohini Jain declared education a fundamental right under Article 21, Unni Krishnan restricted the right to age fourteen, and TMA Pai established operational autonomy and fee-rationalization principles for private unaided educational institutions under Article 19(1)(g).

150. (A) The Right of Children to Free and Compulsory Education Act, 2009.
In Society for Unaided Private Schools of Rajasthan v. Union of India (2012), the Supreme Court evaluated constitutional challenges to the RTE Act, 2009. Private school associations had challenged the statutory mandate compelling private unaided schools to reserve 25% of entry-level seats for disadvantaged children.

151. (A) 25% Class I reservation for disadvantaged groups in private unaided schools.
Section 12(1)(c) of the RTE Act mandates that private unaided non-minority schools reserve at least 25% of entry-level seats for children belonging to economically weaker sections and disadvantaged groups. The Supreme Court upheld the constitutional validity of this specific provision in the Society for Unaided Private Schools judgment.

152. (C) Unaided minority educational institutions
In the Society for Unaided Private Schools case (and reinforced in Pramati Trust), the Supreme Court exempted unaided minority educational institutions from the RTE Act, including Section 12(1)(c). The court held that applying mandatory 25% reservations to unaided minority institutions violates their fundamental rights under Article 30(1).

153. (A) It unreasonably restricted occupation rights under Article 19(1)(g).
Private unaided schools argued that forcing them to admit 25% EWS students without standard tuition fee collection infringed upon their fundamental right to establish and administer educational institutions under Article 19(1)(g), claiming it represented an unreasonable state restriction on their operational and financial autonomy.

154. (A) As a reasonable restriction under Article 19(6) fulfilling Article 21A.
The Supreme Court ruled that Section 12(1)(c) constitutes a reasonable restriction under Article 19(6) on the right to run educational institutions under Article 19(1)(g). The court held that private schools share a social responsibility with the State to fulfill the fundamental right guaranteed under Article 21A.

155. (A) It violates Society for Unaided Private Schools precedent upholding the RTE quota.
The Principal's refusal is illegal. In Society for Unaided Private Schools, the Supreme Court upheld Section 12(1)(c) of the RTE Act, establishing that private unaided non-minority schools are constitutionally required to implement the 25% EWS reservation at entry levels, regardless of operational autonomy arguments under Article 19(1)(g).

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designed for girl children, including girl children with disabilities.

177. (B) Denial violates Article 21A; school must provide reasonable accommodation.
Denying admission to a disabled child due to missing ramps is unconstitutional. Under Article 21A, Article 14, and the RPwD Act 2016, schools must ensure barrier-free access and provide reasonable accommodation. Lack of physical infrastructure cannot be used as a legal justification to deny elementary admission.

178. (C) 5%
Section 32 of the Rights of Persons with Disabilities Act, 2016 mandates that all government and government-aided higher educational institutions shall reserve not less than 5% of seats for persons with benchmark disabilities, realizing the constitutional objective of equality of opportunity in higher education.

179. (A) Child belonging to disadvantaged group
The Right to Education (Amendment) Act, 2012 expanded Section 2(d) of the RTE Act to explicitly include children with disabilities—such as benchmark disabilities and severe disabilities—within the statutory definition of a child belonging to disadvantaged group, strengthening their access to entry-level quotas.

180. (A) I, II and III only
Article 41 directs public assistance in cases of disablement, the RPwD Act guarantees free education up to eighteen years for benchmark disabilities, and inclusive education fulfills Article 21A. However, Statement IV is incorrect because minority institutions are not exempt from basic statutory non-discrimination and safety accessibility requirements.

181. (A) Adjustments to ensure persons with disabilities enjoy rights equally.
Under the RPwD Act 2016 and constitutional equality principles, reasonable accommodation means necessary and appropriate modifications and adjustments that do not impose a disproportionate burden, introduced to ensure that persons with disabilities enjoy and exercise their educational rights on an equal basis with others.

182. (A) Article 15
Article 15 prohibits discrimination on grounds of religion, race, caste, sex, or place of birth. Courts expansively interpret this provision alongside Article 14 to prohibit arbitrary discrimination based on physical or mental disability, ensuring that educational institutions do not impose discriminatory barriers on disabled students.

183. (A) Substantive Equality principles.
The constitutional framework for educational reservations is rooted in the principle of substantive equality. Rather than treating unequal groups identically under formal equality, substantive equality empowers the State to provide affirmative action and reservation quotas to ensure real, practical equality of opportunity for historically disadvantaged groups.

184. (A) Socially advanced OBCs excluded from reservation benefits.
The creamy layer concept identifies socially, educationally, and economically advanced individuals within Other Backward Classes. Individuals falling into this category are excluded from receiving reservation benefits in student admissions and public recruitment, ensuring that affirmative action reaches the truly disadvantaged members of backward classes.

185. (A) Indra Sawhney Case
In Indra Sawhney v. Union of India (1992), the Supreme Court directed the Central Government to identify and exclude the creamy layer from OBC reservations. This principle was subsequently extended to educational reservations under Article 15, ensuring equitable distribution of affirmative action benefits.

186. (A) Both A and R are true and R is the correct explanation of A
Article 15(6) was inserted by the 103rd Amendment in 2019, empowering the State to provide up to a 10% reservation for Economically Weaker Sections in educational institutions. The text of the amendment provides the direct legal basis for the 10% EWS quota, making statement R the correct explanation.

187. (B) 49.5% (commonly referred to as the 50% ceiling)
In the Indra Sawhney judgment, the Supreme Court established that total social reservations under Article 15(4) and Article 16(4) should not exceed 50%. Consequently, standard reservations for SC (15%), ST (7.5%), and OBC

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166. (A) Supreme Court Guidelines on School Bus Safety.
Deep judicial concern over child safety during transportation led to the formulation of specific Supreme Court Guidelines on School Bus Safety. These mandatory directives enforce structural standards, speed governors, emergency exits, trained personnel, and safety protocols for all vehicles transporting school children.

167. (A) Harmonious construction and integration
Jurisprudence regarding education evolved from an initial conflict between Part III (Fundamental Rights) and Part IV (Directive Principles) into a framework of harmonious construction. Courts read Directive Principles, such as Articles 45 and 46, into Part III, effectively integrating policy directives into enforceable fundamental rights.

168. (A) Strike down the law because DPSPs cannot abrogate Fundamental Rights.
Courts will strike down any state enactment that completely defunds primary education. Under the constitutional framework, Directive Principles cannot be executed by abrogating or violating enforceable Fundamental Rights guaranteed under Part III, such as the right to elementary education guaranteed under Article 21A.

169. (A) Balance individual rights to run institutions with access for weaker sections.
In Minerva Mills, the Supreme Court held that the Constitution is built on the balance between Part III and Part IV. In education, this principle balances the operational autonomy of private institutions under Article 19(1)(g) with state regulations ensuring educational access for disadvantaged groups under Part IV.

170. (A) Doctrine of Harmonious Construction.
Courts apply the Doctrine of Harmonious Construction to reconcile constitutional provisions. This interpretive tool ensures that statutory measures passed to implement Directive Principles under Part IV advance public welfare without arbitrarily destroying or invalidating fundamental rights protected under Part III of the Constitution.

171. (C) Directive Principles must conform to and run subsidiary to Fundamental Rights.
In State of Madras v. Champakam Dorairajan (1951), the Supreme Court initially held that Fundamental Rights are sacrosanct and that Directive Principles of State Policy must conform to and run subsidiary to the provisions of Part III, establishing the early primacy of Fundamental Rights.

172. (B) I and II only
The right to education transitioned from Article 45 (DPSP) to Article 21A (FR), and courts regularly draw upon Article 46 to validate educational reservations under Article 15(4). However, Statement III is incorrect because Article 37 explicitly states that DPSPs are non-enforceable by courts.

173. (B) It read Article 45 into Article 21, making the directive enforceable.
In the Unni Krishnan case, the Supreme Court utilized an integrative interpretive technique by reading Article 45 (a Directive Principle) into Article 21 (a Fundamental Right). This combined construction converted the non-justiciable policy directive into an enforceable fundamental right to primary education for children up to fourteen.

174. (A) Persons with Disabilities / Children with Special Needs.
The constitutional guarantees of equality under Article 14 and non-discrimination under Article 15 establish the legal foundation for inclusive education. These principles prohibit arbitrary exclusion and mandate equal educational access, driving state policies to provide reasonable accommodation for Persons with Disabilities and Children with Special Needs.

175. (A) Article 21 (Dignity) and Article 14 (Equality).
The Rights of Persons with Disabilities Act, 2016, derives its constitutional authority from Article 14 (equality before law) and Article 21 (right to live with dignity). Integrating disabled students into inclusive educational environments operationalizes these fundamental guarantees, ensuring equal protection and non-discriminatory educational access.

176. (A) Article 15(3)
Article 15(3) empowers the State to make special provisions for women and children. This constitutional clause enables the executive and legislature to formulate targeted educational welfare schemes, specialized scholarships, and protective development programs specifically

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regulated higher fees collected from payment-seat candidates.

136. (A) Article 45
The Supreme Court in Unni Krishnan harmonized Part III and Part IV by reading Article 45 into Article 21. By combining the fundamental right to life with the directive principle on education, the court established that free education up to fourteen years is an enforceable fundamental right.

137. (A) Both A and R are true and R is the correct explanation of A
The Unni Krishnan judgment provided the legal precedent for defining free education as a fundamental right up to fourteen years of age. This fourteen-year limit framed by the court was later codified by Parliament into Article 21A, making the reasoning a correct explanation for the assertion.

138. (B) Private unaided institutions have a right to charge any capitation fee.
The Unni Krishnan judgment did not allow private institutions to charge arbitrary capitation fees. Instead, the Supreme Court explicitly prohibited capitation fees and profiteering, creating a regulated admission and fee structure to ensure that admissions remained transparent and merit-based.

139. (B) Mohini Jain → Unni Krishnan → TMA Pai
The jurisprudential timeline began with Mohini Jain in 1992, which declared education an absolute fundamental right at all levels. Next, Unni Krishnan (1993) limited the absolute right to fourteen years. Finally, TMA Pai Foundation (2002) overturned Unni Krishnan's payment-seat scheme, establishing autonomy for private educational institutions.

140. (B) That imparting education constitutes a 'trade or business' under Article 19(1)(g).
In the Unni Krishnan case, the Supreme Court rejected the argument of private educational managements that running educational institutions constitutes a trade or business under Article 19(1)(g). The court held that imparting education is a noble mission and cannot be categorized as a commercial trade or profit-making business enterprise.

141. (A) Rights of private institutions to establish and administer educational centers.
The 11-judge bench in T.M.A. Pai Foundation v. State of Karnataka (2002) primarily addressed the scope of autonomy granted to private, minority, and non-minority educational institutions. The ruling defined the extent to which the State can regulate fee structures, admissions, and management in private educational establishments.

142. (C) It struck down the scheme as an unreasonable restriction on private school autonomy.
In the TMA Pai judgment, the Supreme Court struck down the Free-Seat / Payment-Seat scheme established in Unni Krishnan. The bench held that nationalising seats and enforcing rigid price controls represented an unreasonable restriction on the fundamental right of private unaided institutions to establish and administer educational institutions.

143. (B) I, III and IV only
TMA Pai recognized establishing educational institutions as an occupation under Article 19(1)(g), affirmed maximum operational autonomy for unaided schools, and restricted state-mandated quotas in unaided institutions. However, it explicitly rejected the freedom to charge capitation fees, maintaining a strict constitutional prohibition against profiteering in education.

144. (A) The State where the institution is established.
In TMA Pai Foundation, the Supreme Court ruled that for determining religious or linguistic minority status under Article 30, the unit must be the State, not the entire country. Because states were reorganized on a linguistic basis, minority status is evaluated relative to the demographic population of the specific State.

145. (B) Yes, the State can prescribe a reasonable percentage of non-minority students to promote integration.
In the TMA Pai case, the Supreme Court ruled that an aided minority educational institution cannot admit only community students. Because it receives public funds, Article 29(2) applies, allowing the State to mandate a reasonable percentage of non-minority student admissions to preserve social integration and non-discrimination.

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(27%) are capped at 49.5% in public educational institutions.

188. (A) Ninth Schedule
The Ninth Schedule of the Constitution was created by the 1st Amendment in 1951 to protect laws placed within it from judicial review on grounds of violating fundamental rights. The Tamil Nadu Reservation Act, which grants 69% reservation, was placed under the Ninth Schedule to shield it from judicial challenge.

189. (A) No, Article 15(6) excludes classes covered under clauses (4) and (5).
The Principal must reject the EWS application. Article 15(6) explicitly defines Economically Weaker Sections as citizens who are not covered under the existing reservation provisions of Article 15(4) and Article 15(5). Because the applicant belongs to the OBC category, they are legally ineligible for EWS reservation.

190. (A) Janhit Abhiyan v. Union of India
In Janhit Abhiyan v. Union of India (2022), a 5-judge Constitution Bench of the Supreme Court, by a 3:2 majority, upheld the constitutional validity of the 103rd Amendment Act, validating the 10% EWS reservation in educational admissions and public employment.

191. (A) They are explicitly exempted under Article 15(5).
Minority educational institutions protected under Article 30(1) are explicitly exempted from state-mandated reservation policies under Article 15(5) and Article 15(6). Consequently, the State cannot compel religious or linguistic minority institutions to reserve seats for SC, ST, OBC, or EWS candidates in student admissions.

192. (A) Any language used in the Union or the State.
Article 350 of the Constitution gives every person the right to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any language used in the Union or in the State, as the case may be.

193. (A) It ensures parents can submit grievances in any language used in the state.
At the school administrative level, Article 350 ensures that parents and guardians can submit formal petitions, safety complaints, or administrative grievances to educational officers in any language commonly used in the State. Administrative authorities cannot reject petitions solely because they are not written in the official state language.

194. (D) I, II and III
All three statements correctly identify constitutional linguistic safeguards: Article 350 permits grievance representations in any local state language, Article 350A directs primary education facilities in the mother tongue for linguistic minorities, and Article 350B provides for a Special Officer for Linguistic Minorities to monitor these safeguards.

195. (A) Directorate must accept representations in any language used in the State.
Under Article 350, public authorities and educational directorates are constitutionally required to receive representations written in any language used in the State. The Directorate cannot refuse to accept a grievance document or require costly formal translations before accepting a valid petition submitted by a citizen.

196. (A) Every person
The constitutional right guaranteed under Article 350 is available to every person. The text uses the universal term every person, extending the right to submit grievance representations in any state language to all individuals, including citizens, non-citizens, legal guardians, and members of linguistic minority communities.

197. (A) Part XVII (Official Language)
Articles 350, 350A, and 350B are located within Part XVII of the Indian Constitution, titled Official Language. Chapter IV of this Part contains Special Directives designed to protect linguistic rights, ensure redressal of administrative grievances, and promote primary instruction in minority mother tongues across states.

198. (A) DEO's action violates the right to submit grievances in any state language.
The DEO's refusal is constitutionally invalid. Article 350 grants every person the right to submit grievance representations in any language used in the State. Because the representation was submitted in a native language spoken by a sizable population in that area, the DEO is constitutionally required to accept the document.

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199. (A) Article 350 covers grievance redressal; 350A mandates primary education facilities.
Article 350 guarantees the broad right of every individual to submit administrative grievance petitions in any language used within the State. In contrast, Article 350A is a specific constitutional directive obligating state and local authorities to provide primary educational facilities in the mother tongue for linguistic minority children.

200. (A) Safeguard and promote inclusivity for linguistic minorities.
The core objective behind Articles 347, 350, 350A, and 350B is to protect India's linguistic diversity and promote social inclusivity. These provisions ensure that linguistic minorities can preserve their heritage, access primary education in their mother tongue, and communicate effectively with administrative state authorities without facing linguistic discrimination.

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CHAPTER 05

Educational Measurement : Concepts, Tools and Techniques

1. Which of the following best defines the concept of measurement in the context of education?
(A) Assigning value judgments to a student's overall academic performance
(B) Assigning numerals to traits or characteristics according to specific rules
(C) Determining the effectiveness of an instructional strategy
(D) Diagnosing the specific learning difficulties of a student

2. Which of the following statements most accurately describes the nature of educational measurement?
(A) It is absolute and possesses an actual zero point
(B) It is subjective and relies exclusively on qualitative descriptions
(C) It is synonymous with grading and final evaluation
(D) It is relative and indirectly measures unobservable psychological constructs

3. In the domain of educational measurement, scope refers to the extent of attributes that can be quantified. Which of the following falls strictly outside the direct scope of educational measurement?
(A) The inherent moral worth of a student
(B) Academic achievement in mathematics
(C) Scholastic aptitude and intelligence
(D) Vocational interests and attitudes

4. Identify the statement that correctly highlights a limitation of educational measurement.
(A) It can only measure physical attributes of the school environment
(B) It is incapable of being used for statistical analysis
(C) It measures only a sample of behaviour rather than the entire construct
(D) It eliminates the possibility of standardized testing

5. You are the Principal of a school. A teacher brings you the mid-term mathematics answer scripts, showing that student X scored 45/100 and student Y scored 90/100. The teacher claims that student Y is exactly twice as knowledgeable as student X in mathematics. How should you pedagogically evaluate the teacher's claim?
(A) Reject it, because educational measurement lacks ratio scale data with a true zero
(B) Accept it, because 90 is numerically double 45, demonstrating double the domain mastery
(C) Accept it, provided that the test paper was constructed strictly following Bloom's taxonomy
(D) Reject it, because mathematics test scores can only be properly evaluated through qualitative means

6. Measurement provides data, whereas evaluation provides:
(A) Quantitative raw scores
(B) Standardized assessment tools
(C) Systemic learning diagnostic
(D) Qualitative value judgments

7. Which of the following sequences represents the correct logical progression in the educational process?
I. Measurement
II. Evaluation
III. Test
IV. Assessment
(A) III, I, IV, II
(B) I, III, II, IV
(C) III, IV, I, II
(D) I, II, III, IV

8. While measurement is primarily concerned with 'how much', evaluation focuses on:
(A) 'How fast'
(B) 'How often'
(C) 'How good'
(D) 'How objective'

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instructional effort
(D) Compare an individual score with a representative reference group

69. Which of the following is NOT a typical stage in the standardization of an educational test?
(A) Planning and writing the items
(B) Try-out and item analysis
(C) Preparing the manual with reliability and validity data
(D) Ad-hoc adjustment of scores to pass failing students

70. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Item analysis is a crucial step in standardizing a test.
Reason (R): It helps in identifying and eliminating poor items that are too easy, too difficult, or fail to discriminate between high and low achievers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. The "Difficulty Index" (or Facility Value) of a test item indicates:
(A) The percentage of students who answered the item correctly
(B) The difference in performance between the upper and lower groups
(C) The correlation between the item and the total test score
(D) The number of distractors that worked effectively

72. If 80 out of 100 students answer an item correctly, the Difficulty Index (P) of the item is:
(A) 0.20
(B) 0.80
(C) 1.25
(D) 8.0

73. In terms of Item Difficulty Index (P), an item with P = 0.95 is considered:
(A) Very difficult
(B) Very easy
(C) Of ideal difficulty
(D) Highly discriminating

74. For a norm-referenced standardized achievement test, the ideal difficulty index for a multiple-choice item usually falls around:
(A) 0.10 to 0.20
(B) 0.40 to 0.60
(C) 0.80 to 0.95
(D) 1.0

75. Consider the following regarding the Discrimination Index (D) of a test item:
I. It measures how well the item distinguishes between high scorers and low scorers.
II. Its value ranges from 0 to infinity.
III. A negative discrimination index means the low group answered it correctly more often than the high group.
Which of the above statement(s) is/are correct?
(A) I and II
(B) I and III
(C) II and III
(D) I only

76. The formula for calculating the Discrimination Index (D) using the upper (R_U) and lower (R_L) groups, where R is the number of correct responses and N is the total number of students in both groups, is:
(A) $D = \frac{R_U + R_L}{N}$
(B) $D = \frac{R_U - R_L}{N/2}$
(C) $D = \frac{R_U \times R_L}{N}$
(D) $D = \frac{R_L - R_U}{N}$

77. An item has a discrimination index of -0.25. As a test constructor, what should you do with this item?
(A) Retain it as it is an excellent discriminator
(B) Retain it but reduce its weightage
(C) Keep it because it helps weaker students
(D) Reject or drastically revise it

78. In an item analysis, the upper 27% and lower 27% of students are selected to form the high and low groups. This criterion (27%) was proposed by:
(A) Cronbach
(B) Kelley
(C) Binet
(D) Spearman

79. A distractor in a multiple-choice question is considered effective if it:

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(D) Administration of standardized cognitive intelligence testing instruments

17. A test is considered valid if it:
(A) Yields consistent results across multiple administrations
(B) Accurately measures what it is intended to measure
(C) Is easy to administer and score
(D) Has a high discrimination index for all items

18. Which characteristic of a measuring instrument indicates that the scores are free from the subjective biases of the examiner?
(A) Validity
(B) Reliability
(C) Usability
(D) Objectivity

19. A mathematics teacher creates a test on algebra but includes multiple questions heavily reliant on advanced reading comprehension. The test scores ultimately reflect students' language skills as much as their algebraic skills. This test lacks:
(A) Content validity
(B) Construct reliability
(C) Internal consistency
(D) Administrative usability

20. As an educational administrator, you are selecting a standardized reading test for your school. Test A has a reliability coefficient of 0.95 and high validity. However, it takes 4 hours to administer and costs a significant amount per student. Test B has a reliability of 0.85, acceptable validity, takes 45 minutes, and costs much less per student. If you choose Test B, you are prioritizing which characteristic of a good measuring instrument?
(A) Objectivity
(B) Criterion validity
(C) Usability
(D) Construct validity

21. Content validity is most critical for which type of educational test?
(A) Achievement tests
(B) Intelligence tests
(C) Personality inventories
(D) Aptitude tests

22. Construct validity is best described as the degree to which a test:
(A) Covers the entire syllabus prescribed for the academic year
(B) Correlates with future performance in a specific task
(C) Appears valid to the students taking it
(D) Measures a theoretical psychological trait or attribute

23. Predictive validity and concurrent validity are two distinct forms of:
(A) General content validity measures
(B) Criterion-related validity
(C) Theoretical construct validity
(D) Superficial face validity

24. A school conducts an entrance exam. If the scores on this exam highly correlate with the students' GPA at the end of their first academic year, the entrance exam possesses high:
(A) Face validity
(B) Concurrent validity
(C) Predictive validity
(D) Content validity

25. Consider the following types of validity:
I. Content Validity
II. Construct Validity
III. Face Validity
IV. Predictive Validity
Which of these are classified strictly as criterion-related validity?
(A) I and II
(B) III and IV
(C) IV only
(D) II and IV

26. Which of the following procedures is typically used to establish content validity?
(A) Expert panel review using a Table of Specifications (Blueprint)
(B) Statistically correlating overall test scores with an external future criterion
(C) Performing exploratory factor analysis on all individual test items
(D) Calculating the split-half reliability correlation coefficient of the test

27. Reliability of an educational test refers to its:
(A) Relevance to the curriculum
(B) Consistency and stability of scores
(C) Practicality in terms of cost and time
(D) Freedom from examiner bias

28. If a student takes an intelligence test today and scores 110, and takes the same test one month later and scores 112, the test demonstrates high:
(A) Split-half reliability

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9. Identify the incorrect distinction between measurement and evaluation.
(A) Measurement is strictly quantitative, whereas evaluation encompasses both quantitative and qualitative data
(B) Measurement systematically answers "how much", whereas evaluation determines "what overall value"
(C) Measurement serves as a practical means to an end, whereas evaluation represents the ultimate end process
(D) Measurement is continuous, while evaluation is restricted to tool administration

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Evaluation is a broader concept than measurement and encompasses it.
Reason (R): Evaluation interprets the quantitative data provided by measurement against a set of standards to make qualitative decisions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which term specifically refers to the systematic process of gathering, analyzing, and interpreting information to determine how well students are achieving instructional objectives?
(A) Measurement
(B) Assessment
(C) Testing
(D) Scaling

12. As a Principal reviewing the continuous professional development (CPD) of teachers, you notice that a teacher uses weekly quizzes exclusively to assign final grades without providing feedback. Which principle of assessment is the teacher violating?
(A) Assessment practices should remain strictly summative in nature to preserve absolute objective scoring
(B) Assessment for learning requires using data to inform and improve instruction
(C) Measurement procedural steps must always strictly precede any form of qualitative evaluation
(D) Weekly unstandardized classroom quizzes are completely invalid when calculating student final grades

13. How does assessment primarily differ from evaluation in a classroom context?
(A) Assessment focuses on improving learning, while evaluation focuses on judging overall achievement
(B) Assessment is a highly structured final judgment of performance, whereas evaluation is an ongoing informal check
(C) Assessment strictly requires formal standardized tests, whereas evaluation depends exclusively on observation
(D) Assessment is conducted solely by external examination boards, whereas evaluation is handled by class teachers

14. Which of the following activities is an example of assessment rather than measurement?
(A) Precisely recording that a student completed a 100-meter sprint in exactly 14 seconds
(B) Formally noting that a student achieved a score of 85% on a weekly classroom spelling test
(C) Providing detailed feedback on a student's essay draft to help improve learning
(D) Systematically counting the total number of spelling errors present in a student's dictation

15. Consider the following statements regarding measurement and evaluation:
I. Measurement is restricted to assigning numbers to traits.
II. Evaluation includes measurement as well as non-measurement data.
III. Measurement always involves a value judgment.
Which of the above statement(s) is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I only

16. In the context of assessment versus evaluation, which paradigm aligns most closely with "Assessment as Learning"?
(A) Final summative grading administered directly by the classroom teacher
(B) High-stakes external board examinations conducted at designated centers
(C) Continuous self-monitoring and critical self-reflection by the student

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38. Usability, also known as practicability, of a measuring instrument includes all the following considerations EXCEPT:
(A) Operational ease of test administration in classrooms
(B) Financial cost of printing and testing materials
(C) Total time required for scoring individual papers
(D) Theoretical framework of the target construct

39. A psychological test consistently measures the weight of the paper it is printed on rather than the intelligence of the student. Regarding its measurement of intelligence, the test is:
(A) Valid but not reliable
(B) Reliable but not valid
(C) Both reliable and valid
(D) Neither reliable nor valid

40. A Principal discovers that a commercially available aptitude test yields vastly different scores when administered by different teachers, even when students' actual abilities remain constant. This test most clearly lacks:
(A) Theoretical construct validity across domains
(B) Internal split-half consistency reliability
(C) Objectivity in administration and scoring
(D) Administrative practical utility in schools

41. In the context of scales of measurement, assigning student ID numbers (e.g., 101, 102, 103) is an example of which scale?
(A) Ordinal
(B) Interval
(C) Ratio
(D) Nominal

42. Which scale of measurement possesses the characteristics of classification and order, but lacks equal intervals and an absolute zero?
(A) Ordinal
(B) Nominal
(C) Interval
(D) Ratio

43. Ranking students in a class based on their academic performance (1st, 2nd, 3rd) represents which scale of measurement?
(A) Nominal
(B) Ordinal
(C) Interval
(D) Ratio

44. The key characteristic that distinguishes an interval scale from a ratio scale is the absence of:
(A) Measurement magnitude or order
(B) A true absolute zero point
(C) Strictly equal measurement intervals
(D) Distinct categorical classification

45. A Physical Education teacher records the heights of students in centimeters and their jersey numbers. The height measurement and the jersey number represent which scales of measurement respectively?
(A) Ratio and Nominal
(B) Interval and Nominal
(C) Ratio and Ordinal
(D) Interval and Ordinal

46. Temperature measured in Celsius is an example of an interval scale because:
(A) A temperature of 0°C represents the absolute total absence of thermal energy and heat
(B) A temperature reading of 40°C represents exactly double the physical heat of 20°C
(C) Equal differences in temperature represent equal physical intervals
(D) The numerical scale can only be utilized to arrange objects in order of relative hotness

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47. Standardized test scores (such as IQ scores) are most commonly considered to fall under which scale of measurement?
(A) Nominal scale classification
(B) Ordinal scale ranking
(C) Ratio scale measurement
(D) Interval scale

48. Which of the following mathematical operations is permissible with nominal data?
(A) Addition and subtraction
(B) Multiplication and division
(C) Counting frequencies
(D) Calculating the mean

49. In a Likert scale asking respondents to rate their agreement from "Strongly Disagree" to "Strongly Agree," the data generated is strictly treated by most statisticians as:
(A) Nominal
(B) Ordinal
(C) Ratio
(D) Absolute

50. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

(B) Test-retest reliability
(C) Inter-rater reliability
(D) Parallel-forms reliability

29. Which method of estimating reliability requires administering the test only once?
(A) Split-half method
(B) Test-retest method
(C) Alternate-forms method
(D) Equivalent-forms method

30. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The split-half method of reliability is primarily a measure of a test's internal consistency.
Reason (R): It involves dividing the test items into two equivalent halves (e.g., odd and even items) and correlating the scores of the two halves.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. When computing reliability using the split-half method, the initial correlation obtained is only for half the test. Which formula is used to estimate the reliability of the full test?
(A) Standardized Kuder-Richardson Formula 20 method
(B) Pearson Product-Moment Correlation Formula
(C) Cronbach's Alpha Internal Consistency Coefficient
(D) Spearman-Brown Prophecy Formula

32. Parallel-forms reliability is established by:
(A) Repeatedly administering the exact same test to the same group of students with a time gap
(B) Directly comparing the overall performance scores of two separate student groups on a single test
(C) Administering two parallel forms of a test to the same group in close succession
(D) Having two independent qualified examiners independently evaluate and score the same test papers

33. The Kuder-Richardson (KR-20) formula is used to measure:
(A) Longitudinal test score stability over extended periods of time
(B) Internal consistency of dichotomously scored test items
(C) Degree of inter-scorer objectivity among independent evaluators
(D) Overall content validity across specific curriculum domains

34. Which of the following factors generally decreases the reliability of a test?
(A) Substantially increasing the total length and item number of the test
(B) Administering the test to a highly heterogeneous group of diverse students
(C) Strictly ensuring objective and standardized scoring keys across examiners
(D) Including ambiguous and poorly constructed items

35. Consider the following statements about reliability and validity:
I. A highly reliable test is always highly valid.
II. A highly valid test must inherently be reliable.
III. Reliability is a necessary but not sufficient condition for validity.
Which of the above statement(s) is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) III only

36. An essay-type test is often criticized in educational measurement primarily because it tends to lack:
(A) Comprehensive content validity
(B) Theoretical construct validity
(C) Inter-rater objectivity
(D) Administrative practicability

37. To improve the objectivity of evaluating essay-type questions, a teacher should ideally use:
(A) A detailed scoring rubric or marking scheme
(B) An open-ended narrative qualitative grading system
(C) A quantitative sociometric matrix evaluation tool
(D) Standardized norm-referenced scaling procedures

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interpretation directly into the raw factual description
(B) Intentionally delaying the recording of the incident for several weeks to promote emotional detachment
(C) Exclusively recording negative or disruptive student behaviors that explicitly warrant disciplinary action
(D) Separating objective event descriptions from teacher interpretations

60. A school counselor is dealing with a class exhibiting severe bullying and clique formations. The Principal suggests identifying the social dynamics and isolated students. Which measurement tool is most scientifically suited for this task?
(A) Cumulative Record Card (CRC)
(B) Sociometry
(C) Anecdotal Records
(D) Standardized Achievement Tests

61. Sociometry was developed by:
(A) B.F. Skinner
(B) Benjamin Bloom
(C) Lee Cronbach
(D) J.L. Moreno

62. In a sociogram, a student who is chosen by many peers as a preferred partner for an activity is termed a:
(A) Star
(B) Mutual
(C) Isolate
(D) Clique

63. Cumulative Record Card (CRC) typically contains:
I. Academic progress records
II. Health and medical history
III. Co-curricular achievements
IV. Attendance records
Which of the above are usually included in a CRC?
(A) I and IV only
(B) I, II, and III only
(C) I, III, and IV only
(D) I, II, III, and IV

64. The primary administrative and pedagogical purpose of maintaining a Cumulative Record Card is to:
(A) Establish a official administrative record for penalizing consistent academic underperformers
(B) Present a longitudinal developmental picture of the student over years
(C) Systematically calculate the entire educational institution's overall annual passing percentage
(D) Serve as a direct mechanism to permanently replace routine classroom formative assessments

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65. Consider the following characteristics:
I. Employs numerical data and statistical analysis.
II. Emphasizes narrative descriptions and context.
III. Uses structured tools like standardized tests.
IV. Involves unstructured interviews and participant observation.
Which combination represents purely Qualitative measurement approaches?
(A) I and III
(B) II and IV
(C) I and IV
(D) II and III

66. A major advantage of quantitative measurement tools over qualitative tools is their:
(A) Deep exploration of individual emotional states
(B) Flexibility to change questions during administration
(C) High degree of objectivity and ease of standardization
(D) Ability to capture the rich context of social interactions

67. The process of standardizing a measurement tool involves determining its:
(A) Reliability, validity, and norms
(B) Face validity only
(C) Subjective grading criteria
(D) Appropriateness for a single specific classroom

68. The establishment of "norms" for a standardized test allows a teacher to:
(A) Systematically calculate the difficulty index for each individual test item on the assessment
(B) Empirically determine whether a measurement instrument actually measures what it purports to measure
(C) Ensure that the practical administration of the test requires minimal time and

(C) Rating scales and self-report inventories
(D) Speeded timed dictation exercises in language learning

90. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Qualitative tools like observation and interview are indispensable in early childhood education measurement.
Reason (R): Young children often lack the literacy skills required for standard quantitative pencil-and-paper tests.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. The concept of "True Score" in Classical Test Theory posits that an observed test score is equal to:
(A) True Score - Measurement Error
(B) True Score + Measurement Error
(C) True Score × Reliability Coefficient
(D) True Score / Validity Index

92. The standard error of measurement (SEM) is a statistic that helps determine:
(A) The exact, unobservable true score of an individual student
(B) The score interval likely containing the true score
(C) The degree of superficial face validity possessed by the test
(D) The overall practical cost-effectiveness of test administration

93. If a test is highly reliable, the Standard Error of Measurement (SEM) will be:
(A) Large
(B) Small
(C) Exactly equal to the mean
(D) Unpredictable

94. A "Blueprint" or "Table of Specifications" is essentially a two-way grid that matches:
(A) Instructional objectives against content areas
(B) Individual student names matched against raw test scores
(C) Overall test reliability computed against test validity
(D) Item difficulty indices calculated against discrimination

95. Consider the following statements regarding a Table of Specifications (Blueprint):
I. It ensures that the test has adequate content validity.
II. It helps in assigning appropriate weightage to different topics.
III. It guarantees that the test will be highly reliable.
Which of the above statement(s) is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I only

96. "Constructing a test without a blueprint is like building a house without a plan." This statement underscores the importance of a blueprint for ensuring:
(A) Usability
(B) Objectivity
(C) Content validity
(D) Predictive validity

97. In a Table of Specifications, if 30% weightage is given to 'Knowledge', 50% to 'Understanding', and 20% to 'Application', these categories refer to:
(A) Specific subject content domains
(B) Instructional objectives
(C) Categorical types of test items
(D) Standardized difficulty levels

98. Which of the following item types is most susceptible to guessing?
(A) Completion type (fill-in-the-blanks)
(B) True/False (Alternate response)
(C) Short answer
(D) Extended essay

99. To correct for guessing in a True/False test, where S is the corrected score, R is right answers, W is wrong answers, and n is the number of options, the standard correction formula is:
(A) S = R - W
(B) S = R + W
(C) S = R - (W / (n-1))
(D) S = R / n

100. A student takes a multiple-choice test containing 50 questions, each with 4 options. The student gets 35 right and 15 wrong. Using the standard

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(A) Is not chosen by any student
(B) Attracts more students from the upper group than the lower group
(C) Is obviously incorrect to all students
(D) Attracts more students from the lower group than the upper group

80. As the Principal, you are reviewing a test paper prepared by a new teacher. You notice that all options in a multiple-choice question are grammatically incorrect except for the correct answer. This flaw primarily introduces:
(A) Unpredictable random error directly affecting reliability
(B) Systematic error affecting measurement validity
(C) Significantly increased item discrimination power
(D) Unintended presence of construct-irrelevant variance

81. Errors in measurement that occur by chance, varying unpredictably in magnitude and direction, are called:
(A) Systematic errors
(B) Random errors
(C) Constant errors
(D) Theoretical errors

82. Which of the following primarily introduces systematic error in educational measurement?
(A) A student making random guesses across various items on a multiple-choice achievement test
(B) A student experiencing sudden acute illness or physical discomfort on the scheduled day of the exam
(C) Continuous auditory distractions occurring outside the classroom environment throughout testing
(D) A clinic scale that consistently adds two kilograms to every reading

83. Systematic errors directly threaten a test's:
(A) Reliability
(B) Validity
(C) Internal consistency
(D) Usability

84. Random errors directly threaten a test's:
(A) Reliability
(B) Validity
(C) Usability
(D) Objectivity

85. A school decides to assess the reading speed of primary students. The stopwatch used by the teacher has a delayed start button, constantly missing the first 2 seconds of every student's reading time. This situation is an example of:
(A) High reliability but low validity from systematic error
(B) Low reliability accompanied by surprisingly high validity due to compounding random measurement error
(C) Absolutely perfect procedural objectivity across all testing conditions and student cohorts
(D) Total failure of superficial face validity as perceived by administration and students alike

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86. Which of the following is NOT an application of educational measurement in school settings?
(A) Diagnosing learning difficulties
(B) Predicting future academic success
(C) Suppressing community participation
(D) Evaluating the effectiveness of a new teaching method

87. When using measurement data for placement purposes, a school is typically deciding:
(A) Which grade level or stream fits the student
(B) Deciding whether a classroom teacher should be promoted to an administrative leadership position
(C) Determining the annual financial budget allocation for expanding school library resources
(D) Selecting specific question types to include on the comprehensive end-of-term final exam

88. Formative assessment heavily relies on continuous measurement primarily to:
(A) Formally assign final official end-of-term academic grades
(B) Systematically rank performance of schools across a district
(C) Provide feedback to guide instruction
(D) Officially certify graduating students for diploma issuance

89. Measurement of "affective domain" variables in students (such as attitudes and values) is most effectively done through:
(A) Standardized multiple-choice achievement test batteries
(B) Complex mathematical problem-solving tasks and assessments

Assertion (A): It is technically incorrect to state that a student who scores 0 on a mathematics achievement test has zero mathematical ability.
Reason (R): Educational achievement tests operate on an interval scale, which lacks a true absolute zero point.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. Which tool of measurement relies on a list of questions sent to a large number of individuals to gather data remotely?
(A) Interview schedule
(B) Questionnaire
(C) Observation schedule
(D) Anecdotal record

52. What is a primary limitation of using a closed-ended questionnaire in educational assessment?
(A) It creates severe technical difficulties when analyzing collected data statistically
(B) It requires an excessively long amount of time to administer to large groups
(C) It suffers from extremely low examiner objectivity during the scoring process
(D) It restricts respondents from giving nuanced or elaborate answers

53. A rating scale is most appropriate for measuring:
(A) Accurately testing a student's cognitive ability to solve complex quadratic equations
(B) Measuring the degree to which a student exhibits leadership qualities
(C) Systematically tabulating the exact frequency of a specific grammatical writing error
(D) Verifying and recording a student's exact chronological age from official records

54. The 'Halo Effect' is a common source of error in which tool of measurement?
(A) Multiple-choice achievement tests
(B) Standardized reading comprehensions
(C) Sociometry
(D) Rating scales

55. Consider the following statements about Checklists:
I. A checklist indicates only the presence or absence of an attribute.
II. A checklist measures the degree or intensity of an attribute.
III. Checklists are highly useful for evaluating procedural steps in practical exams.
Which of the above statement(s) is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) III only

56. Which of the following is an example of an Observation Schedule in a classroom?
(A) A teacher distributing a detailed survey questionnaire regarding students' favorite academic subjects
(B) A student independently maintaining a personal reflective journal or diary of daily homework tasks
(C) A school principal thoroughly reviewing a student's past cumulative academic grades in official records
(D) A teacher systematically recording student hand-raising frequencies

57. In a structured interview schedule, the interviewer:
(A) Follows a fixed set of questions in a predetermined order
(B) Spontaneously formulates open-ended questions based entirely on the dynamic conversational flow
(C) Passively observes non-verbal behaviors of the interviewee without posing any verbal questions
(D) Instructs the interviewee to independently fill out a printed written questionnaire in silence

58. An Anecdotal Record is best defined as:
(A) A comprehensive statistical summary of all grades earned by a student throughout the academic year
(B) A complex psychometric statistical tool utilized specifically for calculating test item analysis
(C) A brief, factual record of a significant student incident
(D) A general theoretical framework describing patterns of teacher-student classroom verbal interaction

59. Which of the following is essential for maintaining the validity of an anecdotal record?
(A) Deliberately mixing the teacher's subjective

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correction for guessing formula $S = R - \frac{W}{n-1}$, what is the student's corrected score?
(A) 35
(B) 30
(C) 20
(D) 15

101. Objective-type tests are superior to essay-type tests primarily in terms of:
(A) Measuring higher-order synthesis and evaluation skills
(B) Reliability and content sampling
(C) Ease of preparation for the teacher
(D) Freedom of expression for the student

102. Which of the following is a key limitation of objective-type tests?
(A) They present severe technical difficulties when attempting to score them objectively
(B) They require an excessively large commitment of teacher time to evaluate and grade
(C) They cannot measure creativity or original thinking
(D) They inherently demonstrate extremely poor content validity across domain topics

103. The term "Stem" in multiple-choice testing refers to:
(A) The single key or designated correct answer
(B) The incorrect option choices or distractors
(C) The initial prompt or question statement
(D) The quantitative index of item difficulty

104. When writing distractors for a multiple-choice question, a test developer should ensure that:
(A) They are completely and obviously incorrect to all taking the test
(B) They reflect common student errors or misconceptions
(C) They are formatted to be noticeably shorter than the correct answer
(D) They routinely incorporate absolute terms such as "always" or "never"

105. Consider the following principles of constructing multiple-choice items:
I. Avoid negative terms in the stem if possible.
II. Ensure all options are grammatically consistent with the stem.
III. Keep the correct answer systematically in the 'C' position.
IV. Avoid using "All of the above" as an option frequently.
Which of the above combinations represents good practices?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

106. In an essay test, "halo effect" occurs when the examiner:
(A) Unfairly deducts substantial marks due to poor student handwriting or formatting
(B) Scores higher due to a positive general impression of the student
(C) Gradually loses mental concentration while grading an exceptionally large pile of exam papers
(D) Rigidly adheres to and follows the prescribed official scoring rubric far too strictly

107. "Logical error" in rating scales or observation schedules happens when an evaluator:
(A) Rates someone high on a trait due to a related trait
(B) Systematically gives middle-range average ratings to all students to deliberately avoid extreme scores
(C) Accidentally enters or records evaluation data into the incorrect column of the computer spreadsheet
(D) Evaluates and judges an individual's total capability based exclusively on recent observable events

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108. The tendency of raters to avoid extremes and rate most individuals in the middle of a rating scale is known as:
(A) Unconscious halo effect bias
(B) Systematic evaluative leniency error
(C) Error of central tendency
(D) Systematic evaluative severity error

109. Which of the following techniques minimizes subjectivity and examiner bias in evaluating essay responses?
(A) Concealing the identity (names) of the students during grading
(B) Grading the same student's entire paper before moving to the next
(C) Knowing the past performance of the student
(D) Asking a peer student to grade the paper

110. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Formative assessment is strictly

and achievement, which can only be measured indirectly and are subject to measurement error.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

171. A "Ceiling Effect" in a test occurs when:
(A) The test is far too difficult, resulting in a dense cluster of zero or near-zero scores
(B) The test is too easy, producing mostly maximum scores
(C) The physical testing environment lacks basic structural infrastructure like desks and lights
(D) The test instrument inherently possesses a mathematically impossible negative reliability

172. A "Floor Effect" in a test occurs when:
(A) The test is too hard, clustering scores at the bottom
(B) The test items are excessively easy, causing virtually all taking it to score perfectly
(C) The test instrument unintentionally measures completely construct-irrelevant variables
(D) Students frequently attempt to cheat during the exam by looking down at the classroom floor

173. What is the impact of a ceiling effect on a test's discriminative power?
(A) It significantly increases item discrimination efficiency among top-performing students
(B) It prevents distinguishing high from very high performers
(C) It selectively and exclusively impacts low-performing students on the assessment
(D) It substantially improves the overall empirical construct validity of the test paper

174. Which statistical measure of dispersion is most commonly used in conjunction with the mean when analyzing standardized test scores?
(A) Range
(B) Mean Deviation
(C) Standard Deviation
(D) Quartile Deviation

175. Consider the following statements about Standard Deviation (SD):
I. A larger SD indicates that the scores are more spread out from the mean.
II. A smaller SD indicates higher homogeneity in the group's performance.
III. SD can be a negative value.
Which of the above statement(s) is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I only

176. In a normal distribution curve (Normal Probability Curve), approximately what percentage of scores fall within ± 1 Standard Deviation of the mean?
(A) 34%
(B) 50%
(C) 68%
(D) 95%

177. If a distribution of test scores is positively skewed, it implies that:
(A) Most students scored very high on the assessment, indicating the test was easy
(B) Most students scored low, indicating a difficult test
(C) The resulting distribution of student scores forms a perfect symmetrical bell curve
(D) The central tendency measures (mean, median, and mode) are all mathematically equal

178. In a negatively skewed distribution, the relationship between Mean, Median, and Mode is generally:
(A) Mean $>$ Median $>$ Mode
(B) Mean $<$ Median $<$ Mode
(C) Mean $=$ Median $=$ Mode
(D) Median $>$ Mean $>$ Mode

179. A teacher notices that a test score distribution is bimodal. This most likely suggests:
(A) The assessment instrument was perfectly standardized on a representative national cohort
(B) Two distinct subgroups exist with differing ability levels
(C) The calculated internal reliability coefficient of the test instrument is exactly zero
(D) Every single student taking the test scored identical raw numerical marks overall

180. A parent comes to you (the Principal) confused because their child got 60% on a test but was awarded a 'C' grade, while another child got

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(B) Projective techniques
(C) Intelligence quotient tests
(D) Achievement tests

122. Projective techniques are primarily used in educational settings to measure:
(A) Cumulative academic achievement in subjects
(B) General cognitive intelligence and reasoning
(C) Unconscious personality traits and emotions
(D) Motor skills and physical body dexterity

123. The validity of projective techniques is generally considered to be:
(A) Extremely high, stable, and easily established through empirical methods
(B) Significantly higher than that of standardized objective achievement tests
(C) Hard to establish due to subjective scoring
(D) Absolutely perfect, as they completely bypass conscious student deception

124. In the context of observation schedules, "participant observation" occurs when the observer:
(A) Passively watches and monitors students through a concealed one-way viewing mirror
(B) Actively joins activities with observed subjects
(C) Sets up a remote video camera to record events without being physically present
(D) Formally instructs classroom students to continuously observe and rate each other

125. You are conducting action research on reducing absenteeism. You decide to interview parents. To ensure that you cover specific topics while allowing parents the freedom to elaborate, you should use:
(A) A completely open-ended unstructured interview
(B) A semi-structured interview schedule
(C) A standardized multiple-choice survey questionnaire
(D) A highly restrictive yes or no observation checklist

126. Which of the following represents a quantitative approach to evaluating a school's disciplinary climate?
(A) Systematically analyzing qualitative narrative descriptions found in student anecdotal records
(B) Conducting structured focus group qualitative discussions with elected student council leaders
(C) Calculating the percentage of suspended students per term
(D) Qualitatively observing informal peer interactions during lunch in the school cafeteria

127. An achievement test is standardized primarily to:
(A) Ensure that virtually all tested students pass the final examination
(B) Make scores comparable across populations and times
(C) Substantially reduce the total financial cost of printing test paper booklets
(D) Permanently eliminate the need for classroom teachers to grade answer papers

128. Percentile ranks are a common type of test norm. If a student scores at the 85th percentile on a standardized math test, it means:
(A) The student answered exactly 85% of all total questions correctly
(B) The student scored higher than 85% of the norm group
(C) The student achieved an absolute score of 85 out of 100 on the test
(D) Exactly 85% of all tested students scored higher than this student

129. Z-scores and T-scores are examples of:
(A) Raw scores
(B) Standard scores
(C) Percentile ranks
(D) Age norms

130. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Z-scores allow educators to compare a student's performance across different subjects directly.
Reason (R): Z-scores convert raw scores to a common scale with a mean of 0 and standard deviation of 1.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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(C) It completely lacks any structural capacity to be used effectively for ongoing formative purposes
(D) It severely restricts diverse students from demonstrating individual artistic or academic creativity

152. In an educational context, what is a 'Question Bank'?
(A) A dedicated institutional financial fund allocated exclusively for printing test papers
(B) A repository of pre-tested, calibrated test items
(C) A commercial compilation book containing solved previous years' examination question papers
(D) An abstract theoretical construct utilized primarily within Classical Test Theory models

153. What is the primary advantage of using a Question Bank for constructing internal exams?
(A) It completely eliminates any requirement for creating a preliminary test blueprint
(B) It allows classroom teachers to completely bypass the official prescribed course syllabus
(C) It ensures items have calibrated difficulty and reliability
(D) It mathematically guarantees that all tested students will score well above average marks

154. Computer Adaptive Testing (CAT) differs from traditional computer-based testing because in CAT:
(A) The assessment is simply administered on a computer monitor rather than on traditional physical paper
(B) The computer system automatically calculates and records the total final test scores upon completion
(C) Question difficulty adapts based on prior student responses
(D) All taking the test receive the identical set of questions arranged in a completely randomized sequence

155. Consider the following statements about Computer Adaptive Testing (CAT):
I. It tailors the test to the individual's ability level.
II. It generally requires more items than a fixed-form test to achieve the same precision.
III. It minimizes student frustration by avoiding too many extremely hard or easy items.

Which of the above statement(s) is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I only

156. In classical test theory, if a test is lengthened by adding similar items, its reliability will generally:
(A) Decrease proportionally
(B) Increase
(C) Remain exactly the same
(D) Fluctuate randomly

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157. Which correlation coefficient formula is most commonly used to compute the reliability of a test using test-retest data on an interval scale?
(A) Standardized point-biserial correlation formula
(B) Non-parametric Spearman rank-order correlation
(C) Pearson product-moment correlation
(D) Binary variables Phi coefficient correlation

158. If a reliability coefficient is +1.00, it indicates:
(A) Complete and total structural absence of any true score component
(B) Perfect consistency and absence of measurement error
(C) Definite proof that the test instrument is perfectly and completely valid
(D) Statistical proof that the test score distribution has a calculated zero mean

159. For a teacher-made classroom achievement test, a reliability coefficient of 0.75 is generally considered:
(A) Unacceptable and requiring total reconstruction
(B) Acceptable for routine classroom use
(C) Perfect
(D) Indicative of high systematic error

160. A student protests their grade, arguing that the physics test contained three questions from chemistry. As a Principal mediating this, you recognize the student is essentially critiquing the test's:
(A) Reliability
(B) Content Validity
(C) Objectivity
(D) Item Discrimination

161. A criterion-referenced test is evaluated for quality not by discrimination index (since all might master it), but by its:

142. A test constructor finds that male students consistently score higher than female students on a specific math item, despite both groups having the same overall math ability score. This item likely suffers from:
(A) Unusually high item difficulty index
(B) Item bias or Differential Item Functioning
(C) Consistently low overall test reliability
(D) Severe administrative usability constraints

143. Which technique is used to statistically detect if an item functions differently for different demographic groups who possess the same ability level?
(A) Internal split-half correlation method
(B) Differential Item Functioning (DIF) analysis
(C) Standardized Kuder-Richardson 20 formula
(D) Spearman-Brown reliability prophecy calculation

144. "Triangulation" in educational assessment is best defined as:
(A) Systematically applying three completely different grading scales to evaluate student performance
(B) Formally assessing and recording student academic achievement exactly three distinct times per year
(C) Using multiple methods and sources to evaluate learning
(D) Drafting a three-dimensional triangular blueprint layout prior to starting test item construction

145. Consider the following assessment practices:
I. Peer assessment
II. Self-assessment
III. Teacher observation
IV. Standardized external testing
Which combination emphasizes the learner's active role in the assessment process?
(A) I and II
(B) III and IV
(C) I, II, and III
(D) II and IV

146. A rubric is an assessment tool that is most closely associated with:
(A) Unintentionally increasing random measurement error during essay testing
(B) Making subjective evaluations more objective and consistent
(C) Mathematically calculating the exact reliability coefficient of an assessment
(D) Permanently replacing the requirement for constructing a Table of Specifications

147. A holistic rubric differs from an analytic rubric in that a holistic rubric:
(A) Provides separate scores for different criteria (e.g., grammar, content, style)
(B) Provides a single overall score based on the overall impression of the work
(C) Is only used for objective-type questions
(D) Is exclusively used in sociometry

148. For providing detailed formative feedback to a student on an essay, which type of rubric is most appropriate?
(A) Holistic rubric
(B) Analytic rubric
(C) General developmental rubric
(D) Numerical rating scale

149. Portfolio assessment is a method that involves:
(A) Formally administering a brief speeded multiple-choice classroom test
(B) Collecting student work over time to show growth
(C) Systematically evaluating the overall physical fitness level of a student
(D) Quantitatively measuring the overall financial status of the school system

150. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Portfolio assessment provides a more comprehensive picture of a student's abilities than a single standardized test.
Reason (R): It captures authentic samples of student work over a continuous period, reflecting progress and diverse skills.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

151. Which of the following represents a major challenge in implementing portfolio assessment on a large scale?
(A) It significantly decreases overall student intrinsic motivation and active classroom engagement
(B) It requires extensive evaluation time and has lower inter-rater reliability

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for classroom teachers to write detailed qualitative narrative feedback
(D) It inherently guarantees perfect structural content validity across all evaluated behavioral domains

190. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Objectivity is a prerequisite for reliability in testing.
Reason (R): If a test cannot be scored consistently by different examiners, the scores themselves cannot be consistent or stable.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

191. A test item with a Difficulty Index (P) of 0.15 is:
(A) Unusually easy and should definitely be retained in the final item bank
(B) Unusually easy and should immediately be discarded from the test paper
(C) Too difficult and requires revision or removal
(D) Of ideal average difficulty and optimal for selecting high achievers

192. Which of the following tools is most appropriate for recording a child's sudden aggressive outburst in the playground?
(A) Likert scale
(B) Sociometric test
(C) Anecdotal record
(D) Achievement test

193. Measurement of cognitive domain skills (like application and synthesis) is most commonly achieved using:
(A) Structured qualitative rating scales
(B) Achievement tests
(C) Systematic observation schedules
(D) Detailed behavioral checklists

194. Which of the following best differentiates between an observation schedule and a checklist?
(A) Observation schedules record only quantitative numbers, whereas checklists strictly record narrative descriptions
(B) Checklists record presence/absence, while observation records frequency and context
(C) Checklists are used exclusively for affective traits, whereas observation measures cognitive traits
(D) Observation inherently requires student self-report, whereas checklists require external supervisor evaluation

195. Consider the following statements about test norms:
I. Norms are established on a representative sample of the target population.
II. Norms provide a framework for interpreting an individual's raw score.
III. Norms indicate what an individual should ideally score.
Which of the above statement(s) is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I only

196. The difference between "Assessment OF learning" and "Assessment FOR learning" is primarily a difference in:
(A) The specific physical or digital tools used for measurement
(B) The total financial cost of developing and administering assessment
(C) The purpose and utilization of measurement data
(D) The statistical reliability coefficients of the tests

197. To measure a student's attitude toward school, a researcher constructs a questionnaire consisting of 20 statements. Students mark 'Agree' or 'Disagree'. This tool yields which type of data?
(A) Nominal
(B) Ordinal
(C) Interval
(D) Ratio

198. The most significant limitation of relying entirely on quantitative measurement in education is that it:
(A) It cannot be easily or accurately analyzed using standard quantitative statistical tools
(B) It is inherently highly subjective and deeply prone to systematic examiner biases
(C) It may ignore complex, unquantifiable human aspects of learning
(D) It cannot be utilized directly to assign final letter grades to classroom students

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(A) Statistical capability to yield a perfect bell-shaped normal distribution curve
(B) Sensitivity to instruction between pre-test and post-test
(C) High empirical predictive validity for competitive university college admissions
(D) Exceptionally high internal consistency computed via split-half reliability

162. Sensitivity to instruction in a criterion-referenced test means:
(A) All individual test items are formatted simply and are exceptionally easy to read
(B) Instructed students perform significantly better than uninstructed students
(C) Taking the test does not cause emotional distress or test anxiety among students
(D) The classroom teacher maintains a positive subjective attitude toward test results

163. Which type of assessment is most heavily emphasized in modern educational frameworks for holistic student development?
(A) High-stakes one-time external examinations
(B) Continuous and Comprehensive Evaluation (CCE)
(C) Norm-referenced standardized intelligence testing
(D) Speed-based multiple-choice testing exclusively

164. Formative assessment data should ideally be used by the teacher to:
(A) Publicly rank and compare individual students on the school notice board
(B) Adapt and differentiate future classroom instruction
(C) Officially determine and select the academic valedictorian of the class
(D) Formally submit annual student data to the national assessment database

165. A school is selecting a measurement tool to identify students suitable for a specialized accelerated mathematics program. The school should prioritize using an:
(A) Attitude scale
(B) Aptitude test
(C) Anecdotal record
(D) Observation schedule

166. An aptitude test primarily measures:
(A) Demonstrated past academic achievement within a specific domain or subject area
(B) Potential to acquire specific skills with future training
(C) Current level of interpersonal emotional intelligence and social adaptability
(D) Overall moral character and personal ethical value orientations in daily life

167. Which of the following best describes an inventory (e.g., interest inventory or personality inventory)?
(A) An objective cognitive test with right and wrong answers measuring subject-matter mastery
(B) A self-report tool indicating preferences or typical behaviors
(C) A calibrated physical measurement scale utilized to record physiological biological traits
(D) A structured observational tool utilized directly by the classroom teacher during lessons

168. The "Hawthorne effect" is a potential error in measurement where:
(A) The individual evaluating performance exhibits extreme and consistent leniency in scoring
(B) Subjects alter behavior because they know they are observed
(C) Calculated test scores naturally regress over time toward the population statistical mean
(D) The test items included on the assessment instrument are far too difficult for students

169. In measurement terminology, what does "regression to the mean" imply?
(A) Average-performing students will systematically always score identically across test retakes
(B) Extreme initial scores tend to move closer to the mean on retesting
(C) The mathematical mean is inherently an inaccurate measure when estimating central tendency
(D) Overall test construct validity systematically drops as time passes between test sessions

170. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): It is impossible to achieve perfect validity in educational measurement.
Reason (R): Educational measurement deals with abstract psychological constructs like intelligence

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diagnostic and non-evaluative.
Reason (R): The results of formative assessment are always added to the final summative grade to increase stakes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

111. Which term describes assessment that occurs at the end of a learning unit to evaluate student learning against a standard or benchmark?
(A) Formative assessment
(B) Diagnostic assessment
(C) Summative assessment
(D) Ipsative assessment

112. Which evaluation model compares a student's current performance with their own previous performance, rather than against peers or external criteria?
(A) Norm-referenced assessment
(B) Criterion-referenced assessment
(C) Ipsative assessment
(D) Formative assessment

113. A typing test states that a student must type at least 40 words per minute with 95% accuracy to pass. This is a classic example of:
(A) Standardized norm-referenced measurement
(B) Criterion-referenced measurement
(C) Individualized ipsative measurement
(D) Continuous formative measurement

114. A competitive examination ranks students from top to bottom and selects the top percentile for admission. This test represents:
(A) Criterion-referenced evaluation
(B) Norm-referenced evaluation
(C) Ipsative evaluation
(D) Diagnostic evaluation

115. Consider the following differences between Norm-Referenced (NRT) and Criterion-Referenced (CRT) tests:
I. NRT focuses on comparing students, while CRT focuses on mastery of specific skills.
II. NRT items are chosen to maximize discrimination, whereas CRT items are chosen for curriculum match.
III. CRT requires establishing percentiles, whereas NRT does not.
Which of the above statement(s) is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I only

116. A diagnostic test is distinct from an achievement test in that its primary objective is to:
(A) Comprehensively measure total cumulative knowledge gained
(B) Formally assign final academic end-of-course grades
(C) Identify learning gaps and misconceptions
(D) Accurately predict future vocational or career success

117. An essential feature of a good diagnostic test is that it must have:
(A) Very high difficulty level to challenge students
(B) High discriminative power between top and bottom students
(C) Detailed sub-scores linked to specific skills
(D) Strict time limits

118. Which type of evaluation determines the readiness of learners before the instruction begins?
(A) Formative evaluation
(B) Summative evaluation
(C) Placement evaluation
(D) Diagnostic evaluation

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119. A teacher uses a Likert scale to assess students' attitudes towards environmental conservation. A Likert scale is an example of a:
(A) Nominal scale tool
(B) Rating scale
(C) Checklist
(D) Sociogram

120. A Principal observes a physical education class to evaluate a new sports integration policy. The Principal uses a pre-printed form containing a list of 10 desired behaviors. Next to each behavior are two boxes: "Yes" and "No". The Principal is utilizing a:
(A) Rating scale
(B) Questionnaire
(C) Checklist
(D) Anecdotal record

121. The Rorschach Inkblot Test and Thematic Apperception Test (TAT) are examples of:
(A) Objective personality tests

50% on a different test and got a 'B' grade. You explain that grading based on relative position within a specific cohort rather than absolute percentage is called:
(A) Criterion-referenced absolute grading
(B) Relative curve grading
(C) Self-referential ipsative grading
(D) Qualitative holistic grading

181. What is the fundamental disadvantage of strict relative grading (grading on a curve)?
(A) It artificially encourages excessive informal cooperation and collusion among competing classroom students
(B) It forces a fixed percentage of students to fail
(C) It makes the accurate statistical computation of standard deviation and variance completely impossible
(D) It mandates the implementation of expensive continuous formative assessment tools throughout the year

182. A 9-point absolute grading scale (e.g., A1, A2, B1... E2) relies on:
(A) Dividing students by fixed percentage brackets
(B) Systematically utilizing sociometric matrices to evaluate peer social acceptance levels
(C) Directly ranking educational institutions against each other using nationwide standardized criteria
(D) Applying qualitative projective test interpretations to judge student academic performance

183. Which of the following errors is related to the respondent rather than the instrument or the examiner?
(A) Generosity error
(B) Social desirability bias
(C) Ambiguous test items
(D) Typographical errors in the paper

184. "Social desirability bias" refers to the tendency of a student to:
(A) Answer favorably rather than truthfully
(B) Frequently engage in informal social interactions and conversations with peers during the examination
(C) Systematically guess option choices based on an identified visual pattern on the answer sheet
(D) Completely refuse to sit for or participate in taking the standardized assessment paper

185. Consider the following methods to reduce measurement errors:
I. Providing clear and standardized instructions.
II. Ensuring uniform testing conditions (lighting, noise control).
III. Using objective scoring keys.
IV. Making the test extremely short.
Which of the above combinations are effective ways to increase test reliability?
(A) I, II, and III
(B) II, III, and IV
(C) I, III, and IV
(D) I, II, and IV

186. Formative assessment uses diagnostic measurement whereas summative assessment uses:
(A) Prognostic measurement
(B) Evaluative measurement
(C) Ipsative measurement
(D) Non-cognitive measurement

187. The purpose of using an open-ended questionnaire over a closed-ended one is to:
(A) Substantially speed up and streamline the administrative data entry process
(B) Elicit qualitative insights and open responses
(C) Significantly increase the overall mathematical reliability coefficient of the instrument
(D) Make the survey format appropriately simple and suitable for young elementary children

188. In the context of a rating scale, a "graphic rating scale" features:
(A) A simple checklist consisting strictly of descriptive qualitative adjectives
(B) A continuous line where raters mark trait intensity
(C) A series of printed pictures that respondents must sequentially arrange in order
(D) Complex coordinate mathematical graphs displaying multi-axis data points

189. A teacher uses a "Forced-Choice Rating Scale" to evaluate student behaviour. What is the primary advantage of this format?
(A) It is significantly faster and far easier for teachers to complete in busy classrooms than a Likert scale
(B) It minimizes leniency and central tendency biases by forcing choices
(C) It provides structured opportunities

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131. Where X is the raw score, M is the mean, and SD is the standard deviation, the formula to calculate a Z-score is:
(A) $Z = \frac{X - M}{SD}$
(B) $Z = \frac{M - X}{SD}$
(C) $Z = \frac{X \times M}{SD}$
(D) $Z = \frac{SD}{X - M}$

132. A T-score scale is a transformation of the Z-score scale designed to eliminate negative numbers and decimals. The T-score distribution has a predefined:
(A) Mean of 0 and SD of 1
(B) Mean of 50 and SD of 10
(C) Mean of 100 and SD of 15
(D) Mean of 10 and SD of 5

133. If a student has a Z-score of +1.5, what is their corresponding T-score?
(A) 15
(B) 51.5
(C) 65
(D) 150

134. Stanine scores divide a normal distribution into:
(A) 4 equal parts
(B) 9 broad bands
(C) 10 deciles
(D) 100 percentiles

135. Consider the following types of test norms:
I. Age norms
II. Grade norms
III. Percentile norms
IV. Standard score norms
Which of these norms compare a student's performance with peers of the same chronological age?
(A) I and II
(B) I only
(C) III and IV
(D) I and IV

136. The term "Test Battery" refers to:
(A) The electronic hardware device utilized specifically for administering computerized testing
(B) A set of tests standardized on the same population
(C) A comprehensive collection of subjective extended essay questions compiled by teachers
(D) The specialized statistical software package utilized by psychometricians for item analysis

137. Which of the following is NOT a characteristic of a "speed test"?
(A) Test items are engineered to be of uniformly very low difficulty throughout
(B) Extremely severe and strict time limits are imposed during administration
(C) Scarcely any test taker can complete all given test items within the time limit
(D) Items become progressively harder toward the end

138. A "power test" is designed to measure:
(A) How rapidly and accurately a student can complete a series of easy tasks
(B) The overall physical stamina and athletic endurance demonstrated by a student
(C) The maximum item difficulty mastered given ample time
(D) The psychological ability of a student to guess unknown answers accurately

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139. Most standardized achievement tests used in schools are:
(A) Pure speed tests with easy items
(B) Pure power tests with no time limit
(C) A combination of speed and power
(D) Unstructured projective techniques

140. As a Principal, you notice a dramatic drop in student scores across the entire school on a new mandated standardized test. Teachers complain that the test asked questions based on a syllabus not taught in the curriculum. What measurement concept is most profoundly compromised here?
(A) Internal reliability
(B) Objectivity
(C) Content validity
(D) Face validity

141. "Washback effect" or "Backwash effect" in educational measurement refers to:
(A) The tendency of students to forget what they learned after the exam
(B) The influence that a test has on teaching and learning methods
(C) The statistical normalization of test scores
(D) The error caused by physical fatigue during a long test

199. A teacher develops a test meant to measure problem-solving skills but inadvertently uses highly complex vocabulary. As a result, non-native speakers score poorly regardless of their actual problem-solving ability. This scenario is a classic example of:

(A) Unpredictable random measurement error present in testing

(B) Construct-irrelevant variance reducing validity

(C) High empirical criterion-related validity across forms

(D) Examiner halo effect bias in qualitative evaluation

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200. As a Principal designing a school-wide evaluation policy, which of the following approaches represents the most sound application of measurement and evaluation principles?

(A) Basing all grade promotional decisions exclusively on performance on a single, high-stakes objective test

(B) Completely replacing all informal teacher-made tests with formal, standardized external board examinations

(C) Triangulating formative, performance, and summative assessments for decision-making

(D) Eliminating quantitative measurement entirely in favor of subjective, unstructured anecdotal observation

ANSWERS

1. (B) Assigning numerals to traits or characteristics according to specific rules
Educational measurement is fundamentally defined as the systematic process of assigning numbers or symbols to human attributes, characteristics, or behavioral traits according to explicit rules. This quantitative assignment provides a standardized mechanism to represent psychological attributes objectively, facilitating systematic comparison and statistical analysis without inherently implying qualitative interpretations, value judgments, or instructional effectiveness decisions.

2. (D) It is relative and indirectly measures unobservable psychological constructs
Educational measurement inherently deals with abstract, unobservable constructs such as intelligence, achievement, aptitude, and attitudes. Because these psychological traits cannot be measured directly like physical dimensions, measurement in education is indirect. Furthermore, educational measurement lacks an absolute zero point, rendering test scores relative rather than absolute indicators of performance when compared across varying testing conditions or groups.

3. (A) The inherent moral worth of a student
Educational measurement focuses on quantifyable learning outcomes, cognitive abilities, scholastic aptitudes, and measurable affective characteristics like attitudes and vocational interests. In contrast, concepts such as inherent moral worth represent existential, ethical, or philosophical human values that cannot be operationalized, quantified, or assessed through standardized instruments, placing them entirely beyond the direct empirical scope of educational measurement.

4. (C) It measures only a sample of behaviour rather than the entire construct
A fundamental limitation of educational measurement is its reliance on sampling behavioral domains. Because testing every piece of knowledge, skill, or trait within an entire subject area is impossible, tests measure only a representative sample of behaviors. Consequently, test scores represent inferences about broader constructs, introducing potential sampling errors and limiting absolute claims regarding total mastery.

5. (A) Reject it, because educational measurement lacks ratio scale data with a true zero
Educational achievement test scores operate on an interval scale rather than a ratio scale, meaning they lack a true absolute zero point representing complete absence of knowledge. A score of zero on a mathematics exam does not mean zero mathematical capability. Consequently, mathematical operations like multiplication or ratio statements claiming one student possesses twice the knowledge are invalid.

6. (D) Qualitative value judgments
Measurement is primarily restricted to collecting objective quantitative data regarding student performance, answering questions concerning quantity or degree. Evaluation expands beyond raw quantitative measurements by integrating qualitative judgments. It interprets measured performance against specific standards, criteria, or learning objectives to determine the overall quality, value, or worth of student learning outcomes within educational contexts.

7. (A) III, I, IV, II
The logical sequence in the educational assessment framework begins with administering a test, which serves as the specific measuring instrument. Test administration produces measurement through quantitative numerical scores. Assessment then gathers, synthesizes, and interprets these quantitative measurements alongside qualitative evidence. Finally, evaluation synthesizes all assessment information to render formal value judgments regarding instructional achievement and goal attainment.

8. (C) 'How good'
While measurement addresses quantitative aspects by determining "how much" of a trait, knowledge, or skill a student demonstrates, evaluation addresses value judgments by addressing "how good" that performance is. Evaluation interprets quantitative test scores

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against established benchmarks, criteria, or standards to judge overall quality, worth, effectiveness, and educational progress toward designated instructional objectives.

9. (D) Measurement is continuous, while evaluation is restricted to tool administration
Evaluation represents a continuous, ongoing educational process integrated into teaching to continuously assess learning progress and instructional effectiveness. Conversely, measurement occurs primarily when specific measuring tools, tests, or instruments are administered to collect numerical data. Therefore, characterizing measurement as continuous while restricting evaluation to tool administration reverses their actual pedagogical functions, roles, and structural scopes.

10. (A) Both A and R are true and R is the correct explanation of A
Evaluation encompasses measurement while going beyond simple numerical quantification. While measurement yields raw quantitative data, evaluation interprets this data against defined benchmarks, instructional objectives, or standard criteria to make meaningful qualitative decisions. Thus, evaluation is broader because it synthesizes quantitative measurements and qualitative observations to make decisions regarding the value and effectiveness of learning outcomes.

11. (B) Assessment
Assessment is the broad, continuous process of gathering, analyzing, and interpreting qualitative and quantitative information to evaluate student learning progress toward instructional objectives. Unlike simple testing or measurement, assessment encompasses diverse methods, including observations, projects, and feedback mechanisms, aiming directly at informing teaching strategies, diagnosing learning needs, and enhancing overall student academic development.

12. (B) Assessment for learning requires using data to inform and improve instruction
Assessment for learning is inherently formative, emphasizing the utilization of assessment data to provide actionable feedback, address learning gaps, and adapt instructional methodologies. Relying solely on frequent quizzes to derive final summative grades without giving constructive feedback transforms formative opportunities into pure summative checks, violating the foundational principle that learning assessments should actively support student development.

13. (A) Assessment focuses on improving learning, while evaluation focuses on judging overall achievement
Assessment and evaluation serve distinct pedagogical functions in classroom environments. Assessment is primarily formative and process-oriented, aiming to provide ongoing feedback, identify learning gaps, and enhance learning processes. Evaluation is typically summative and product-oriented, focusing on measuring final outcomes, assigning grades, and judging overall achievement against established educational criteria and performance standards.

14. (C) Providing detailed feedback on a student's essay draft to help improve learning
Measurement involves assigning objective numerical values or scores to traits, such as counts, percentages, or time. In contrast, assessment involves gathering qualitative and quantitative evidence to support and enhance learning. Offering constructive narrative feedback on a draft focuses on learning progress, self-correction, and skill development, making it an assessment activity rather than simple quantitative measurement.

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15. (A) I and II
Measurement is strictly limited to assigning numerical values to human traits according to standardized rules, operating without qualitative value judgments. Evaluation is broader, integrating quantitative measurement data alongside qualitative, non-measurement information like observational notes to judge performance. Because measurement itself remains purely descriptive without rendering value judgments, only statements regarding numerical assignment and inclusive evaluation are accurate.

16. (C) Continuous self-monitoring and critical self-reflection by the student
Assessment as Learning positions the student as an active, autonomous participant in the assessment process. It emphasizes meta-cognition, enabling learners to monitor their own learning, reflect on performance, set goals, and adjust learning strategies. Continuous self-

accuracy, causing ratings across distinct, unrelated characteristics to cluster around the evaluator's general subjective perception.

55. (C) I and III
A checklist is a binary assessment tool used to record the presence or absence of specific traits, behaviors, or procedural steps. It does not measure the degree or intensity of performance. Checklists are highly effective for evaluating whether specific procedural steps are completed during practical performances, making statements I and III correct.

56. (D) A teacher systematically recording student hand-raising frequencies
An observation schedule is a structured evaluation tool used by observers to systematically record specific student behaviors as they naturally occur. Systematically tracking and recording the exact frequency of classroom behaviors, such as student hand-raising, using pre-established coding procedures exemplifies the direct application of an observation schedule in instruction.

57. (A) Follows a fixed set of questions in a predetermined order
In a structured interview schedule, the interviewer strictly adheres to a standardized, predetermined list of questions presented in a fixed sequence across all respondents. This rigorous format ensures uniform data collection, eliminates interviewer variability, and facilitates direct comparative and quantitative analysis of interviewee responses.

58. (C) A brief, factual record of a significant student incident
An anecdotal record is an informal observational tool consisting of a concise, objective written narrative detailing a specific, significant event or student behavior. Recorded promptly after occurrence, it documents meaningful social, emotional, or behavioral incidents in educational settings, providing contextualized qualitative insights regarding individual student development over time.

59. (D) Separating objective event descriptions from teacher interpretations
Maintaining the validity of an anecdotal record requires strictly separating objective observational descriptions from subjective interpretations or teacher judgments. The record must first provide an unvarnished, factual account of the actual event and context. Any teacher reflections, insights, or recommendations must be documented separately to avoid observational distortion.

60. (B) Sociometry
Sociometry is a quantitative assessment technique developed to analyze interpersonal relationships, social structures, peer acceptance, and group dynamics within a classroom. By asking group members to indicate choices regarding peer preferences, sociometric methods visually and statistically identify influential individuals, social cliques, mutual friendships, and socially isolated students effectively.

61. (D) J.L. Moreno
Sociometry was created and introduced by psychologist Jacob L. Moreno in the 1930s. Moreno developed sociometric assessment techniques to quantitatively measure social structures, patterns of attraction and rejection, and informal organization within social groups, establishing foundational procedures for constructing sociograms and analyzing classroom interpersonal dynamics.

62. (A) Star
In sociometric analysis and sociogram mapping, an individual who receives a high frequency of positive choices or preference nominations from group peers is designated as a star. Stars represent central, highly popular, or socially influential figures within the informal social structure of the classroom or group.

63. (D) I, II, III, and IV
A Cumulative Record Card is a comprehensive developmental tracking document maintained for each student throughout their academic tenure. It integrates diverse information over time, including academic grades, physical health metrics, co-curricular involvement, attendance history, personal traits, and standardized test results, providing a continuous longitudinal record of student progress.

64. (B) Present a longitudinal developmental picture of the student over years
The primary educational purpose of maintaining a Cumulative Record Card is to provide a continuous, comprehensive longitudinal record

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an existing current criterion. Content, construct, and face validities represent distinct, non-criterion measurement validation approaches within educational testing.

26. (A) Expert panel review using a Table of Specifications (Blueprint)
Content validity is primarily established through systematic expert judgment rather than statistical correlation formulas. Subject-matter experts carefully examine test items against a detailed Table of Specifications or test blueprint. This rigorous review process verifies that the items accurately represent the target curriculum content, cognitive domain levels, and specified instructional objectives in appropriate proportions.

27. (B) Consistency and stability of scores
Reliability in educational assessment refers to the consistency, stability, and dependability of measurement results across repeated test administrations, equivalent test forms, or different raters. A reliable test minimizes random measurement error, ensuring that individuals yield relatively similar relative scores under stable conditions, regardless of temporal fluctuations or external testing administration variables.

28. (B) Test-retest reliability
Test-retest reliability measures score stability over time by administering the identical assessment tool to the same group of individuals on two separate occasions. Calculating the correlation coefficient between the test and retest scores determines how consistently the instrument measures the construct, demonstrating high score stability when individual scores remain consistent across time intervals.

29. (A) Split-half method
The split-half method evaluates internal consistency reliability by requiring only a single test administration. The items of a single test instrument are split into two comparable halves, such as odd and even numbered items. Correlating student scores from both halves provides an estimate of reliability without requiring repeated testing or alternate forms.

30. (A) Both A and R are true and R is the correct explanation of A
The split-half method directly measures internal consistency reliability because it evaluates whether all parts of a test contribute equally to measuring the same construct. By dividing a single test into two equivalent halves and correlating scores across these halves during one administration, it eliminates temporal testing variations while assessing internal domain consistency.

31. (D) Spearman-Brown Prophecy Formula
The split-half correlation coefficient measures reliability for only half of a test's length. Because test reliability generally decreases as test length decreases, the Spearman-Brown prophecy formula must be applied to adjust the half-test correlation coefficient. This formula accurately estimates the internal consistency reliability coefficient for the entire full-length assessment instrument.

32. (C) Administering two parallel forms of a test to the same group in close succession
Parallel-forms reliability, also called alternate-forms reliability, is established by constructing two distinct but equivalent versions of a test. Both forms contain items matching the same specifications, content blueprint, and difficulty levels. Administering both parallel forms to the same group in close succession and correlating scores measures score consistency across forms.

33. (B) Internal consistency of dichotomously scored test items
The Kuder-Richardson Formula 20 is a prominent psychometric method used to evaluate internal consistency reliability. It is specifically designed for tests featuring dichotomously scored items, where responses are scored as right or wrong. KR-20 calculates inter-item consistency across all items in a single administration without splitting the test into halves.

34. (D) Including ambiguous and poorly constructed items
Including ambiguous, unclear, or poorly drafted items introduces random measurement error into test administration. Unclear item wording leads students to interpret questions unpredictably and guess answers inconsistently, which directly reduces score consistency. Consequently, test reliability decreases when instruments contain

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poorly constructed items that generate random fluctuations in performance scores.

35. (B) II and III
Reliability is a necessary prerequisite for validity, meaning a valid test must produce consistent, reliable scores. However, high reliability does not guarantee validity, as a test can consistently measure the wrong construct. Thus, a valid test is inherently reliable, but a reliable test is not automatically valid, rendering statements II and III correct.

36. (C) Inter-rater objectivity
Essay tests are frequently criticized in educational measurement due to low inter-rater objectivity. Subjective evaluation criteria, examiner bias, fatigue, halo effects, and varying grading standards introduce significant measurement errors. Consequently, different examiners, or the same examiner at different times, often assign noticeably different marks to identical essay answers, compromising measurement consistency.

37. (A) A detailed scoring rubric or marking scheme
Utilizing a comprehensive scoring rubric or standardized marking scheme significantly enhances objectivity when grading essay-type responses. Rubrics establish explicit evaluation criteria, define performance levels, and outline expected content points in advance. This structured approach minimizes subjective examiner bias, reduces variations across markers, and ensures consistent and fair grading across all evaluated papers.

38. (D) Theoretical framework of the target construct
Usability, or practicability, pertains strictly to pragmatic considerations surrounding test administration, including ease of instructions, financial affordability, time constraints, and scoring efficiency. In contrast, analyzing the theoretical framework of a target construct relates directly to theoretical construct validity, which represents a technical psychometric quality rather than a practical usability feature.

39. (B) Reliable but not valid
Measurement consistency reflects reliability, whereas measuring the intended attribute reflects validity. If an instrument repeatedly yields identical measurement readings, it demonstrates high reliability. However, if it consistently measures an entirely incorrect attribute rather than the target psychological construct, it completely lacks validity, exemplifying a system that is reliable but not valid.

40. (C) Objectivity in administration and scoring
When an assessment tool yields vastly different scores for identical student abilities depending on who administers or evaluates it, the instrument lacks administration and scoring objectivity. High objectivity ensures that scoring procedures are completely standardized, eliminating evaluator subjectivity and personal bias so that identical student performances produce identical measurement outcomes.

41. (D) Nominal
The nominal scale represents the lowest level of measurement, where numbers or labels are assigned solely for identification, categorization, or naming purposes. Assigning student identification numbers serves purely to distinguish one individual from another. These numbers lack quantitative significance, order, equal intervals, or an absolute zero, making them classic nominal scale data.

42. (A) Ordinal
The ordinal scale of measurement incorporates classification and logical ordering or ranking among categories. However, it lacks equal intervals between adjacent points and possesses no true absolute zero. While ordinal data indicates whether one object possesses more or less of a trait than another, it cannot quantify exact numerical differences between positions.

43. (B) Ordinal
Assigning class ranks based on academic achievement represents measurement on an ordinal scale. Ordinal scales arrange individuals in sequential order according to relative performance levels. While rank positions indicate relative standing, the differences between consecutive ranks do not represent equal amounts of underlying achievement, lacking equal interval properties and an absolute zero.

44. (B) A true absolute zero point
The critical distinction separating an interval scale from a ratio scale is the presence of an absolute zero point. Both scales possess ordered categories and equal intervals between units. However, interval scales feature an arbitrary zero

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point, whereas ratio scales contain a absolute zero indicating total absence of the measured trait.

45. (A) Ratio and Nominal
Measuring height in centimeters involves a true absolute zero point and equal measurement units, placing it on a ratio scale. Conversely, assigning jersey numbers to athletes functions solely for categorization and identification, carrying no order or numerical magnitude, which categorizes jersey numbers strictly as nominal scale data within measurement systems.

46. (C) Equal differences in temperature represent equal physical intervals
Temperature measured in Celsius exemplifies an interval scale because equal numerical differences reflect equal changes in thermal energy. However, zero degrees Celsius is an arbitrary zero point established relative to water freezing, rather than a true absolute zero representing complete absence of thermal energy, preventing ratio statements regarding relative temperature levels.

47. (D) Interval scale
Standardized psychometric scores, such as IQ scores, operate on an interval scale of measurement. They feature standardized equal intervals between test units, allowing meaningful comparison of score differences. However, they lack an absolute zero point, as a score of zero on an intelligence test does not signify a total absence of cognitive ability.

48. (C) Counting frequencies
Nominal scale data consists purely of qualitative categories or numerical labels used for identification. Because nominal numbers lack mathematical order, equal intervals, or quantitative magnitude, arithmetic operations like addition, subtraction, or calculating means are invalid. Permissible mathematical treatment is limited to tabulating frequency counts and calculating percentages within categories.

49. (B) Ordinal
Responses on a Likert scale reflect ordered categories indicating degrees of agreement or belief. Because the psychological distance between adjacent response options cannot be assumed equal, Likert data possesses rank order without equal interval properties. Consequently, statisticians categorize individual Likert-item responses strictly as ordinal scale measurement data.

50. (A) Both A and R are true and R is the correct explanation of A
Educational achievement test scores operate on an interval scale, which lacks an absolute zero point representing total absence of capability. A zero test score simply indicates zero performance on that specific sample of test items. It cannot be inferred that the student lacks all mathematical ability, making both statements accurate and logically linked.

51. (B) Questionnaire
A questionnaire is a structured measurement instrument consisting of a written series of questions designed to collect data from respondents. It can be distributed remotely across large participant populations efficiently. Questionnaires allow systematic collection of factual, attitudinal, or behavioral information without requiring direct face-to-face contact between researchers and respondents.

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52. (D) It restricts respondents from giving nuanced or elaborate answers
A primary limitation of closed-ended questionnaires is their structured response format. By forcing respondents to select from predefined choices, closed questionnaires prevent participants from elaborating, qualifying their thoughts, or expressing complex, nuanced viewpoints. This constraint can limit the richness, depth, and qualitative detail of collected assessment data.

53. (B) Measuring the degree to which a student exhibits leadership qualities
Rating scales are designed to measure the degree, frequency, or intensity of qualitative traits, behaviors, or affective attributes. Evaluating complex behavioral dimensions such as leadership qualities requires assessing varying degrees of performance along a continuum, making a rating scale the most appropriate assessment tool for this purpose.

54. (D) Rating scales
The Halo Effect is a pervasive cognitive bias in rating scales, where an evaluator's overall positive or negative general impression of an individual unfairly influences ratings on specific individual traits. This bias distorts measurement

reflection fosters deep self-awareness, personal responsibility, and lifelong learning skills, distinguishing it clearly from teacher-driven or externally imposed summative evaluation methods.

17. (B) Accurately measures what it is intended to measure
Validity is the most fundamental quality of an assessment instrument, defined as the extent to which a test measures what it claims to measure. An assessment cannot be considered valid merely by being consistent or easy to administer; it must produce scores that accurately reflect the specific construct, trait, or knowledge domain under investigation.

18. (D) Objectivity
Objectivity in assessment instruments ensures that test scores remain entirely unaffected by the personal opinions, subjective biases, or variable judgments of individual evaluators. An objective measuring tool yields identical results regardless of who administers or grades it, because scoring rules, answer keys, and criteria are strictly defined, standardized, and applied consistently across all test instances.

19. (A) Content validity
Content validity requires that test items adequately sample the specific subject domain being assessed. When a mathematics exam relies heavily on complex reading comprehension, it measures language skills rather than pure mathematical competence. This introduces construct-irrelevant variance, contaminating the assessment results and undermining content validity by failing to represent the target mathematical domain accurately.

20. (C) Usability
Usability, or practicability, refers to practical considerations in test selection, including administrative ease, time efficiency, scoring convenience, and financial affordability. Choosing a test that offers acceptable technical qualities while significantly reducing testing time and economic costs demonstrates prioritizing administrative usability, ensuring that testing processes remain feasible and practical within institutional resource constraints.

21. (A) Achievement tests
Content validity is paramount for achievement tests because they evaluate how well students have mastered specific curricular contents and instructional objectives. Establishing content validity ensures that test items thoroughly cover the designated syllabus in accurate proportions, directly reflecting what was taught and ensuring fair assessment of intended academic learning outcomes across subject areas.

22. (D) Measures a theoretical psychological trait or attribute
Construct validity evaluates the extent to which an assessment tool measures an underlying theoretical construct, trait, or psychological attribute, such as intelligence, anxiety, or creativity. Establishing construct validity requires gathered empirical and theoretical evidence demonstrating that test results accurately reflect the conceptualized psychological dimension rather than unrelated variables or extraneous measurement artifacts.

23. (B) Criterion-related validity
Predictive validity and concurrent validity are the two major forms of criterion-related validity. Criterion-related validity assesses how well test scores correlate with an external measure or criterion. Concurrent validity compares test scores with an immediate external benchmark, whereas predictive validity evaluates how effectively test scores forecast performance on a future criterion variable.

24. (C) Predictive validity
Predictive validity assesses how effectively scores on an initial assessment predict future performance on a designated criterion measure. Demonstrating a high correlation between entrance examination scores and subsequent academic achievements, such as first-year cumulative grade point averages, empirically confirms strong predictive validity, indicating the exam's effectiveness for selection and placement purposes.

25. (C) IV only
Criterion-related validity evaluates the statistical relationship between test scores and an external criterion measure. It encompasses two primary subtypes: predictive validity, which forecasts future performance on a criterion, and concurrent validity, which correlates scores with

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of a student's cognitive, physical, emotional, and social development across academic years. This synthesized historical data enables educators to track progress, understand individual developmental patterns, and provide personalized guidance.

65. (B) II and IV
Qualitative measurement approaches focus on non-numerical, contextualized data using narrative descriptions, detailed observations, and flexible inquiry tools. Utilizing narrative descriptions, contextual analysis, unstructured interviews, and participant observation strategies characterizes qualitative assessment frameworks, distinguishing them clearly from structured, quantitative statistical testing tools represented in statements I and III.

66. (C) High degree of objectivity and ease of standardization
A primary advantage of quantitative measurement tools over qualitative methods lies in their structural standardization and high scoring objectivity. Structured numerical assessments use explicit, standardized administration procedures and fixed scoring rubrics, minimizing examiner bias, enabling straightforward replication, and facilitating efficient statistical comparison across large student populations.

67. (A) Reliability, validity, and norms
Standardizing an educational measurement tool involves establishing uniform administration and scoring procedures, evaluating psychometric properties including reliability and validity, and constructing representative population norms. These standardization processes ensure that test results are dependable, meaningful, and comparable when administered to target groups across different settings and times.

68. (D) Compare an individual score with a representative reference group
Establishing norms for a standardized assessment instrument provides a statistical benchmark derived from testing a large, representative sample population. Test norms enable educators to interpret an individual student's raw score meaningfully by comparing performance directly against the relative performance distribution of the target standardized norm reference group.

69. (D) Ad-hoc adjustment of scores to pass failing students
Standardizing an educational assessment involves systematic procedures including test planning, item construction, pilot testing, rigorous item analysis, establishing validity and reliability, and deriving standard norms. Arbitrarily adjusting raw scores to pass failing students violates objective assessment integrity, contradicting the psychometric principles required for test standardization.

70. (A) Both A and R are true and R is the correct explanation of A
Item analysis is an indispensable phase in test standardization. It involves evaluating pilot administration data to calculate difficulty and discrimination indices for each test item. This process enables test developers to identify and eliminate flawed, highly ambiguous, excessively easy, or non-discriminating items, directly enhancing instrument reliability and validity.

71. (A) The percentage of students who answered the item correctly
The Difficulty Index, or facility value, of a test item measures the proportion or percentage of test takers who answer the item correctly. Expressed as a decimal between 0.0 and 1.0, a higher difficulty index indicates a larger proportion of correct responses, meaning the item is easier.

72. (B) 0.80
The Difficulty Index (P) is calculated by dividing the number of correct responses (R) by the total number of students taking the item (N). Dividing 80 correct responses by 100 total students yields a Difficulty Index of 0.80, indicating that eighty percent of the student sample answered correctly.

73. (B) Very easy
A Difficulty Index (P) of 0.95 indicates that ninety-five percent of all test takers answered the question correctly. Because difficulty indices represent the proportion of correct responses, values approaching 1.00 signify that an item was answered correctly by almost everyone, classifying the item as very easy.

74. (B) 0.40 to 0.60
For norm-referenced standardized achievement tests, optimal item difficulty values generally

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range between 0.40 and 0.60. Items within this moderate difficulty range maximize score variability and item discrimination, allowing the test to effectively distinguish between high and low achieving students across the target performance spectrum.

75. (B) I and III
The Discrimination Index measures how effectively an item distinguishes between high-performing and low-performing students. Its values range strictly from -1.00 to $+1.00$. A negative discrimination index signifies that lower-scoring students answered the item correctly more frequently than higher-scoring students, making statements I and III accurate.

76. (B) $D = \frac{R_U - R_L}{N/2}$
The Discrimination Index (D) is computed by subtracting the number of correct responses in the lower group (R_L) from the correct responses in the upper group (R_U), then dividing by the number of students in one group $(\frac{N}{2}$). This formula quantifies the item's power to differentiate high from low achievers.

77. (D) Reject or drastically revise it
A negative discrimination index indicates a severely flawed test item, as lower-performing students answered it correctly more frequently than higher-performing students. This inverse pattern typically stems from misleading item wording, ambiguous distractors, or incorrect answer keys. Therefore, test constructors must reject or drastically revise negative discriminating items.

78. (B) Kelley
T. L. Kelley demonstrated mathematically in 1939 that selecting the upper 27% and lower 27% of a score distribution provides the optimal balance for item analysis. This specific fraction maximizes statistical efficiency and reliability when computing item difficulty and discrimination indices using extreme criterion groups.

79. (D) Attracts more students from the lower group than the upper group
A distractor in a multiple-choice question functions effectively when it plausible to less proficient students while being recognized as incorrect by high achievers. Thus, an effective distractor attracts a higher proportion of students from the lower-performing group than from the upper-performing group, contributing positively to item discrimination.

80. (B) Systematic error affecting measurement validity
Grammatical flaws that inadvertently reveal the correct option introduce test-wiseness cues, enabling students to choose answers without mastering content. This introduces systematic measurement error into scores. Because scores then reflect test-taking strategy rather than actual subject competence, construct validity is directly compromised.

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81. (B) Random errors
Errors in measurement that occur purely by chance, fluctuating unpredictably in direction and magnitude across testing instances, are classified as random errors. Caused by transient factors like temporary fatigue, sudden guessing, or environmental distractions, random errors diminish measurement consistency and directly reduce test reliability.

82. (D) A clinic scale that consistently adds two kilograms to every reading
Systematic errors affect measurement readings in a consistent, predictable direction every time an instrument is utilized. A scale that consistently adds two kilograms to every measurement represents a classic mechanical systematic bias, introducing constant directional error that distorts overall measurement accuracy and directly undermines validity.

83. (B) Validity
Systematic errors distort measurement results in a consistent, biased direction across all observations. Because systematic errors distort what the test actually measures without necessarily altering score consistency across repeated administrations, they primarily undermine the construct validity of the test rather than its score reliability.

84. (A) Reliability
Random errors cause unpredictable, chance variations in test performance, fluctuating unpredictably across test sessions or individuals. Because reliability measures score consistency and stability, the presence of random error directly destabilizes test results, reducing measurement

consistency and lowering the overall reliability coefficient of the assessment instrument.

85. (A) High reliability but low validity from systematic error
A stopwatch button delay that consistently misses two seconds introduces a constant systematic error into every measurement. The scores remain highly consistent and repeatable, demonstrating high reliability. However, because every recorded time is systematically incorrect, the tool fails to measure true duration accurately, resulting in low validity.

86. (C) Suppressing community participation
Educational measurement serves critical constructive roles in school systems, including diagnosing student learning difficulties, predicting future academic success, assessing curriculum outcomes, and evaluating instructional effectiveness. Using measurement to suppress community participation represents an unethical distortion, standing completely outside legitimate administrative and pedagogical applications of educational assessment.

87. (A) Which grade level or stream fits the student
Measurement data used for placement purposes assists administrators and teachers in assigning students to appropriate educational tracks, instructional levels, or specific skill streams. Placement decisions evaluate existing prerequisite competencies to ensure students are positioned within academic environments that match their learning readiness and developmental capabilities.

88. (C) Provide feedback to guide instruction
Formative assessment utilizes continuous measurement to monitor student learning progress during the instructional process. The primary objective is to obtain immediate diagnostic feedback regarding learning gaps and instructional success, enabling teachers to adapt teaching strategies and providing students actionable insights to improve learning performance actively.

89. (C) Rating scales and self-report inventories
Measuring affective domain constructs—such as student attitudes, interests, values, and emotional dispositions—is most effectively achieved using non-cognitive evaluation tools. Rating scales, Likert attitudinal scales, and self-report inventories enable individuals to express personal feelings, preferences, and agreement levels, capturing affective dimensions accurately.

90. (A) Both A and R are true and R is the correct explanation of A
Qualitative tools like direct observation and informal interviews are essential in early childhood assessment. Young children typically lack developed reading and writing skills needed to complete traditional quantitative paper-and-pencil tests. Observing natural behaviors and conducting simple oral interviews provides valid developmental data suited to young children's cognitive abilities.

91. (B) True Score + Measurement Error
In Classical Test Theory, an individual's observed test score (X) is conceptualized as the sum of two additive components: the theoretical True Score (T), representing actual underlying ability, and Measurement Error (E), representing random error. This fundamental relationship is formally expressed by the formula Observed Score = True Score + Error.

92. (B) The score interval likely containing the true score
The Standard Error of Measurement (SEM) quantifies expected variation in test scores due to random measurement error. By utilizing the SEM, test evaluators establish confidence intervals around an observed score, defining the specific score range within which an individual's true score is statistically likely to fall.

93. (B) Small
Standard Error of Measurement (SEM) is inversely related to test reliability coefficient. As a test's reliability increases, random measurement error decreases. Consequently, a highly reliable test yields a small Standard Error of Measurement, indicating that observed scores closely approximate true underlying scores with minimal error variation.

94. (A) Instructional objectives against content areas
A Table of Specifications, or test blueprint, is a two-way grid that systematically maps target instructional content areas against cognitive learning levels or educational objectives. This planning tool ensures that test items are constructed proportionally across topics and

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cognitive levels, safeguarding the test's overall content validity.

95. (A) I and II
A Table of Specifications ensures balanced test construction by systematically matching content domains with instructional objectives, establishing high content validity and appropriate topic weightage. However, while a blueprint optimizes test structure, it does not guarantee high empirical reliability, which also depends on scoring objectivity and item quality.

96. (C) Content validity
Constructing an assessment using a Table of Specifications ensures that test items proportionally represent specified subject topics and cognitive targets. Operating without a blueprint risks over-sampling certain topics while ignoring others. Thus, utilizing a test blueprint is essential for guaranteeing comprehensive content coverage and content validity.

97. (B) Instructional objectives
Categories such as Knowledge, Understanding, and Application represent distinct cognitive domain levels within Bloom's Taxonomy of educational objectives. Assigning specific percentage weightages to these levels in a test blueprint ensures that the exam evaluates targeted instructional objectives, balancing lower-order recall with higher-order cognitive skills appropriately.

98. (B) True/False (Alternate response)
True/False or alternate-response test items are highly susceptible to blind guessing. Because each question presents only two choices, students possess a fifty percent theoretical chance of guessing the correct answer randomly without understanding content, making alternate-response formats most vulnerable to guessing inflation compared to other item types.

99. (A) S = R - W
The standard correction for guessing formula is $S = R - \frac{W}{n-1}$, where S is corrected score, R is correct responses, W is incorrect responses, and n is option count. For True/False tests featuring two options ($n = 2$), the denominator becomes $2 - 1 = 1$, simplifying the formula directly to Corrected Score = Right - Wrong ($S = R - W$).

100. (B) 30
Applying the correction formula $S = R - \frac{W}{n-1}$ with 35 correct answers (R), 15 wrong answers (W), and 4 options ($n = 4$): the penalty term is 15 divided by 3, equaling 5. Subtracting 5 penalty points from 35 right answers yields a corrected score of 30.

101. (B) Reliability and content sampling
Objective-type assessments excel over essay-type tests primarily in scoring reliability and broad content coverage. Objective items eliminate evaluator scoring subjectivity while enabling the inclusion of numerous items across an entire curriculum. This extensive sampling reduces content sampling error, resulting in higher overall measurement reliability.

102. (C) They cannot measure creativity or original thinking
A notable limitation of objective-type test items is their inability to evaluate complex creative thinking, original expression, or synthesis skills. Because objective formats restrict test takers to selecting or providing predetermined responses, they cannot assess a student's ability to organize original thoughts, construct complex arguments, or demonstrate creative expression.

103. (C) The initial prompt or question statement
In multiple-choice test item construction, the term "Stem" identifies the introductory problem statement, question, or context prompt. The stem presents the specific problem or scenario that test takers must analyze before evaluating the provided response options, which consist of distractors and the designated correct answer.

104. (B) They reflect common student errors or misconceptions
Effective distractors in multiple-choice questions must be plausible and functional. Test developers design distractors to represent common student misconceptions, typical procedural mistakes, or logical errors. Plausible distractors effectively attract less proficient students who lack full domain mastery while failing to trick students who possess correct understanding.

105. (B) I, II, and IV
Quality multiple-choice construction requires avoiding negative phrasing in stems, ensuring grammatical alignment between stems and options, and avoiding frequent use of "All of the

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above." Systematically placing correct answers in a predictable position like 'C' compromises test security and introduces response bias, making combination I, II, and IV best practice.

106. (B) Scores higher due to a positive general impression of the student
In essay grading, the halo effect occurs when an evaluator's generalized positive impression or prior favorable knowledge of a student unconsciously influences scoring. The grader assigns higher marks than deserved based on the student's reputation, hand-writing, or past high performance rather than objectively judging response quality.

107. (A) Rates someone high on a trait due to a related trait
Logical error occurs when an evaluator rates an individual similarly on two distinct traits because the evaluator conceptually links the traits together. For instance, assuming a student high in intelligence must also possess high creativity exemplifies logical error, as the evaluator lets conceptual associations distort independent trait measurement.

108. (C) Error of central tendency
The error of central tendency describes a common rating bias where evaluators hesitate to assign extreme high or low scores. Instead, raters cluster evaluations near the midpoint of the rating scale. This reluctance to utilize scale extremes reduces rating variance, obscuring actual performance differences among evaluated individuals.

109. (A) Concealing the identity (names) of the students during grading
Anonymizing essay papers by concealing student identities during evaluation significantly reduces examiner bias and subjectivity. Blind scoring prevents prior student impressions, personal relationships, or expectations from influencing marks, ensuring that essays are evaluated strictly on content merit and established grading standards, enhancing inter-rater objectivity.

110. (C) A is true but R is false
Formative assessment is diagnostic and developmental, designed to inform instruction and guide learning progress without assigning final grades. However, formative results should not be incorporated into final summative grades, as combining developmental checks with high-stakes grading undermines the low-stakes, learning-oriented focus of formative assessment.

111. (C) Summative assessment
Summative assessment occurs at the conclusion of an instructional unit, course, or program. Its primary purpose is to evaluate cumulative student learning against established curriculum standards or benchmarks, assign official final grades, certify competency, and summarize overall educational achievement attained over a specific learning timeframe.

112. (C) Ipsative assessment
Ipsative assessment evaluates a learner's current performance by comparing it directly against their own past performance rather than against peer distributions or external benchmarks. This self-referential model tracks personal growth over time, encouraging individual progress, self-reflection, and internal motivation without competitive pressure from relative group norms.

113. (B) Criterion-referenced measurement
Criterion-referenced measurement evaluates performance against explicit, absolute performance standards or mastery criteria. Demonstrating mastery by typing forty words per minute with ninety-five percent accuracy evaluates performance strictly against an absolute threshold, independent of how other test takers perform, making it a criterion-referenced assessment.

114. (B) Norm-referenced evaluation
Norm-referenced evaluation assesses an individual's performance by comparing it to the relative performance of a peer group. Competitive selection exams that rank candidates relative to one another and select top percentile performers depend on norm-referenced frameworks, where individual success depends entirely on relative standing within the applicant cohort.

115. (A) I and II
Norm-Referenced Tests (NRT) compare students and select items to maximize score dispersion, while Criterion-Referenced Tests (CRT) assess mastery of curriculum skills. NRTs utilize percentiles derived from norm groups, whereas CRTs do not rely on peer percentiles, making statements I and II accurate distinctions between the paradigms.

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116. (C) Identify learning gaps and misconceptions
Diagnostic tests differ fundamentally from general achievement tests in purpose and design. While achievement tests measure cumulative learning, diagnostic tests investigate specific learning difficulties, persistent errors, and underlying misconceptions. This granular analysis provides actionable insight enabling teachers to design targeted remedial instruction addressing specific learning gaps.

117. (C) Detailed sub-scores linked to specific skills
An essential design feature of an effective diagnostic test is its provision of detailed sub-scores linked directly to specific sub-skills or learning concepts. Rather than producing a single overall score, detailed sub-score reporting pinpoints precise areas of cognitive difficulty, enabling targeted instructional interventions and remediation.

118. (C) Placement evaluation
Placement evaluation occurs prior to instruction to determine student readiness, entry skills, and baseline knowledge. This assessment ensures that learners possess necessary prerequisite competencies and determines appropriate placement within learning tracks, courses, or instructional entry points tailored to student preparation levels.

119. (B) Rating scale
A Likert scale is a prominent type of rating scale used to measure attitudinal intensity, opinions, or perceptions. By presenting statements with ordered response categories ranging from strong agreement to strong disagreement, it quantifies variations in affective dispositions along a continuous rating continuum.

120. (C) Checklist
A checklist features a structured list of specific behaviors, traits, or steps paired with binary choices such as "Yes/No" or "Present/Absent." Using a pre-printed form with binary check options to mark whether target behaviors occur during an observation directly exemplifies utilizing an observational checklist tool.

121. (B) Projective techniques
The Rorschach Inkblot Test and Thematic Apperception Test are classic projective assessment techniques. By presenting ambiguous stimuli and requesting open interpretations, these instruments encourage individuals to project underlying unconscious motives, personality traits, internal conflicts, and emotional dispositions into their responses, bypassing direct conscious filtering.

122. (C) Unconscious personality traits and emotions
Projective techniques are designed primarily to evaluate deep-seated, unconscious personality dynamics, hidden motives, emotional conflicts, and personal attitudes. By responding to unstructured or ambiguous stimuli, individuals reveal internal psychological constructs that traditional self-report inventories or objective tests may fail to capture due to conscious response distortion.

123. (C) Hard to establish due to subjective scoring
Establishing psychometric validity for projective techniques is challenging due to inherent scoring subjectivity and variable response interpretation. Because responses are open-ended and qualitative, standardization is difficult, leading to variable inter-rater reliability and complex validation processes when attempting to establish empirical criterion relationships.

124. (B) Actively joins activities with observed subjects
Participant observation is a qualitative observational strategy where the researcher or evaluator directly joins and interacts with subjects during their ongoing group activities. By immersing themselves in the natural setting, the observer gains deep, first-hand contextual insights into social behaviors, group dynamics, and participant perspectives.

125. (B) A semi-structured interview schedule
A semi-structured interview schedule provides an ideal balance between standardized structure and conversational flexibility. It utilizes a core guide of predefined open-ended topics to guarantee consistent coverage of essential research questions, while allowing the interviewer freedom to probe deeper, seek clarification, and explore nuanced parent responses naturally.

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126. (C) Calculating the percentage of suspended students per term
Quantitative evaluation methodologies rely on numerical metrics, counts, and statistical calculations. Computing the percentage of student suspensions per term provides numerical,

standardized data regarding disciplinary trends, enabling direct quantitative comparison over time, whereas narrative descriptions or focus groups represent qualitative evaluation strategies.

127. (B) Make scores comparable across populations and times
Achievement tests are standardized through uniform administration protocols, scoring keys, and population norms primarily to ensure score comparability. Standardizing conditions eliminates extraneous testing variations, enabling valid comparisons of individual or group test performance across different classrooms, schools, demographic populations, and testing periods.

128. (B) The student scored higher than 85% of the norm group
A percentile rank indicates the relative percentage of scores within a norm group that fall at or below a specific score. Achieving the 85th percentile on a standardized test signifies that the student performed equal to or higher than 85 percent of the comparison norm population, rather than answering 85 percent of test items correctly.

129. (B) Standard scores
Z-scores and T-scores are classic examples of standard scores. Standard scores transform raw test scores into a standardized scale based on standard deviation units from the distribution mean. This conversion enables direct performance comparisons across different tests, measures, and distributions by establishing a common mathematical metric.

130. (A) Both A and R are true and R is the correct explanation of A
Z-scores convert raw scores from different distributions into a standardized scale with a mean of 0 and standard deviation of 1. This linear transformation expresses performance in standard deviation units, enabling educators to directly compare a student's relative performance across diverse subjects featuring varying means and standard deviations.

131. (A) $Z = \frac{X - M}{SD}$
The mathematical formula to derive a Z-score is $Z = \frac{X - M}{SD}$, where X represents the raw score, M denotes the distribution mean, and SD represents the standard deviation. This formula quantifies how many standard deviations a raw score lies above or below the mean.

132. (B) Mean of 50 and SD of 10
A T-score distribution is a standardized linear transformation of raw scores derived using the formula $T = 50 + 10(Z)$. This standard score system features a fixed population mean of 50 and a standard deviation of 10, effectively eliminating negative values and decimals to simplify interpretation.

133. (C) 65
Converting a Z-score to a T-score utilizes the transformation formula $T = 50 + 10(Z)$. Substituting a Z-score of $+1.5$ yields $T = 50 + 10(1.5) = 50 + 15 = 65$. Thus, a Z-score of $+1.5$ converts directly to a T-score of 65.

134. (B) 9 broad bands
Stanine (standard nine) scores represent a standard score system that scales a normal performance distribution into nine broad sequential bands numbered 1 through 9. Featuring a mean of 5 and a standard deviation of 2, stanines simplify raw performance scores into single-digit units for comparative educational reporting.

135. (B) I only
Age norms compare an individual's test performance against the average performance achieved by standardized samples of individuals belonging to the same chronological age group. Grade norms compare performance across academic grade levels, while percentile and standard score norms evaluate relative standing within arbitrary normative distributions.

136. (B) A set of tests standardized on the same population
A test battery refers to a coordinated collection of standardized tests or subtests administered to the same target sample population. Standardized together, test batteries measure multiple cognitive domains or traits using a common norm group, allowing comparative profile analysis across various aptitudes, achievements, or psychological dimensions.

137. (D) Items become progressively harder toward the end
A pure speed test consists entirely of items with uniformly low difficulty levels, engineered so

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158. (B) Perfect consistency and absence of measurement error
A reliability coefficient of $+1.00$ signifies perfect measurement consistency, indicating complete absence of random measurement error. Under this theoretical condition, observed scores equal true scores perfectly, producing identical relative rank order across repeated administrations under unchanged testing conditions.

159. (B) Acceptable for routine classroom use
For informal, teacher-made classroom achievement assessments, a reliability coefficient around 0.75 is considered acceptable. While high-stakes standardized selection exams demand reliability coefficients exceeding 0.90, lower thresholds suffice for routine formative classroom evaluation where decisions are supplemented by continuous teacher observation.

160. (B) Content Validity
Including chemistry questions on an assessment designated exclusively for physics violates content validity. Content validity requires test items to sample the target subject domain accurately. Introducing content from an unrelated subject introduces construct-irrelevant variance, contaminating test scores and undermining validity.

161. (B) Sensitivity to instruction between pre-test and post-test
Criterion-referenced tests evaluate mastery of specific instructional objectives rather than spreading scores for group ranking. Consequently, item quality is evaluated by sensitivity to instruction—demonstrating low performance before instruction (pre-test) and high performance following effective instruction (post-test).

162. (B) Instructed students perform significantly better than uninstructed students
Sensitivity to instruction in criterion-referenced testing means that test items successfully differentiate between individuals who have received instruction and those who have not. A sensitive item yields high correct response rates among instructed students and low rates among uninstructed students, confirming instructional alignment.

163. (B) Continuous and Comprehensive Evaluation (CCE)
Modern educational frameworks emphasize Continuous and Comprehensive Evaluation (CCE) for holistic student development. CCE integrates continuous formative monitoring with periodic summative assessments, evaluating cognitive, affective, and psychomotor domains over time rather than relying exclusively on high-stakes terminal examinations.

164. (B) Adapt and differentiate future classroom instruction
Formative assessment data is gathered primarily to inform and refine ongoing classroom instruction. Educators analyze formative evidence to identify learning gaps, diagnose misconceptions, adjust instructional strategies, and differentiate learning activities to meet diverse student needs effectively during the instructional cycle.

165. (B) Aptitude test
To select candidates for specialized accelerated programs, schools utilize aptitude tests. Aptitude tests assess underlying potential, cognitive capacity, and readiness to acquire advanced skills through future training, making them superior to general achievement tests for predictive selection purposes.

166. (B) Potential to acquire specific skills with future training
An aptitude test measures an individual's innate potential and capacity to learn or acquire specific skills when provided appropriate training and instruction. Unlike achievement tests that evaluate past learning, aptitude assessments forecast future performance and learning capability within specific domains.

167. (B) A self-report tool indicating preferences or typical behaviors
An inventory, such as an interest or personality inventory, is a self-report assessment instrument designed to measure non-cognitive attributes. It collects individual responses regarding personal preferences, typical behavior patterns, attitudes, or values, featuring no right or wrong answers unlike cognitive ability tests.

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148. (B) Analytic rubric
An analytic rubric is optimal for providing detailed formative feedback because it evaluates distinct aspects of a student's work independently, such as organization, content depth, and mechanics in writing. Distinguishing specific strengths and weaknesses across separate criteria gives students clear, actionable insights for targeted skill improvement.

149. (B) Collecting student work over time to show growth
Portfolio assessment involves the systematic collection of student work samples gathered over an extended period. Portfolios document growth, reflection, and mastery across diverse learning targets, offering an authentic, continuous representation of student academic development compared to snapshot standardized testing formats.

150. (A) Both A and R are true and R is the correct explanation of A
Portfolio assessment offers a comprehensive evaluation of student growth by collecting authentic work samples over extended timeframes. This longitudinal approach captures diverse learning dimensions and continuous progress in realistic contexts, providing richer instructional evidence than isolated single-instance standardized test administrations.

151. (B) It requires extensive evaluation time and has lower inter-rater reliability
A primary challenge in large-scale portfolio implementation is its operational demand on educator time and variable inter-rater reliability. Evaluating complex, diverse collections of work requires extensive scoring time, while qualitative interpretation introduces subjective variation among markers, complicating standardized comparison across large educational jurisdictions.

152. (B) A repository of pre-tested, calibrated test items
A Question Bank is an organized, high-quality repository of pre-tested assessment items categorized by subject content, cognitive level, and psychometric metrics like difficulty and discrimination. Question banks enable educators to construct balanced, reliable examination papers efficiently according to specific test blueprints.

153. (C) It ensures items have calibrated difficulty and reliability
Utilizing a calibrated Question Bank ensures that assessment items possess known difficulty indices, high discrimination values, and established reliability. This psychometric pre-testing enables test constructors to assemble reliable, valid examinations that match specified blueprint requirements without requiring empirical trial runs for every test iteration.

154. (C) Question difficulty adapts based on prior student responses
Computer Adaptive Testing (CAT) uses psychometric algorithms to tailor test item difficulty dynamically to an individual's estimated ability level. When a test taker answers an item correctly, CAT presents a more challenging item; conversely, incorrect responses prompt easier items, optimizing measurement precision efficiently.

155. (C) I and III
Computer Adaptive Testing tailors item selection to individual test-taker ability, preventing boredom or frustration caused by inappropriate item difficulty. Because adaptive algorithms target ability levels precisely, CAT achieves high measurement precision using significantly fewer items than traditional fixed-form tests, confirming statements I and III.

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156. (B) Increase
According to classical test theory and the Spearman-Brown prophecy formula, increasing test length by adding equivalent, parallel items increases overall test reliability. Lengthening a test enhances domain content sampling and reduces the relative impact of random measurement errors, resulting in higher score consistency.

157. (C) Pearson product-moment correlation
The Pearson product-moment correlation coefficient (r) is the standard statistical technique used to compute test-retest reliability for continuous interval-scale test data. It quantifies the degree of linear association and stability between initial test scores and subsequent retest scores obtained from the same examinee sample.

179. (B) Two distinct subgroups exist with differing ability levels
A bimodal distribution features two distinct score peaks, indicating two high-frequency points across the dataset. In educational measurement, bimodality suggests that the test population contains two distinct subgroups possessing noticeably differing ability levels, background knowledge, or instructional mastery.

180. (B) Relative curve grading
Relative curve grading, or norm-referenced grading, determines student grades based on performance position relative to class cohort distribution rather than fixed absolute percentage cutoffs. Grade assignment depends on relative standing, meaning identical percentage scores yield different letter grades across tests with different score distributions.

181. (B) It forces a fixed percentage of students to fail
A major drawback of strict relative grading (grading on a curve) is that grade allocations depend on predefined normal distribution proportions. This rigid system mandates assigning failing grades to a set percentage of low performers regardless of their absolute domain achievement, creating artificial competition among students.

182. (A) Dividing students by fixed percentage brackets
An absolute 9-point grading system assigns letter grades based on predefined percentage intervals or achievement bands established independently of peer performance. Students attaining specified percentage ranges receive corresponding grades, ensuring marks reflect absolute performance against explicit criteria rather than relative group standings.

183. (B) Social desirability bias
Social desirability bias is a respondent-driven error source where examinees select answers to project favorable, socially acceptable images rather than providing truthful responses. Common in self-report inventories and attitude scales, this bias distorts measurement validity due to respondent response manipulation.

184. (A) Answer favorably rather than truthfully
Social desirability bias describes a systematic response tendency where individuals select answers that conform to perceived social norms or expectations rather than reflecting true beliefs or actual behavior. This bias skews self-report measurements, artificially inflating positive traits while underreporting negative behaviors.

185. (A) I, II, and III
Reliability increases by controlling measurement error through standardized test administration instructions, uniform environmental conditions, and objective scoring keys. In contrast, shortening a test reduces content sampling and lowers reliability, making combination I, II, and III effective for enhancing test score consistency.

186. (B) Evaluative measurement
While formative assessment relies on continuous diagnostic measurement to guide ongoing instruction, summative assessment utilizes evaluative measurement. Evaluative measurement measures overall learning outcomes at completion, generating final summary judgments, certifying competence, and assigning administrative grades against established educational standards.

187. (B) Elicit qualitative insights and open responses
Open-ended questionnaires are selected over closed-ended formats when researchers want to gather rich qualitative insights and unconstrained student perspectives. Allowing respondents to express opinions in their own words captures contextual depth, personal interpretations, and complex responses that predefined categorical choices cannot provide.

188. (B) A continuous line where raters mark trait intensity
A graphic rating scale features a continuous visual line anchored by descriptive labels or numerical points representing a behavioral continuum. Evaluators record observations by placing a mark along the line corresponding to perceived trait intensity, providing flexible rating data across continuous dimensional points.

189. (B) It minimizes leniency and central tendency biases by forcing choices
A Forced-Choice Rating Scale presents evaluators with sets of descriptive statements of equal social desirability, requiring them to select options that best describe the ratee. This forced structure effectively reduces evaluator leniency, severity, and central tendency biases by eliminating easy subjective middle-ground ratings.

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168. (B) Subjects alter behavior because they know they are observed
The Hawthorne effect represents a reactive measurement error where individuals alter their natural behavior simply because they know they are being observed. This awareness leads subjects to increase effort or modify performance, distorting observational validity and producing unrepresentative data.

169. (B) Extreme initial scores tend to move closer to the mean on retesting
Regression to the mean is a statistical phenomenon where individuals scoring extremely high or low on an initial test tend to score closer to the group mean upon retesting. Driven by random measurement error fluctuations, extreme initial performances naturally shift toward average distribution levels.

170. (A) Both A and R are true and R is the correct explanation of A
Perfect validity is unachievable in educational measurement because educational assessments evaluate abstract psychological constructs like intelligence or achievement indirectly. Because indirect measurement relies on sampling behavior and remains susceptible to measurement errors, full validity remains a theoretical ideal, making both statements accurate.

171. (B) The test is too easy, producing mostly maximum scores
A ceiling effect occurs when an assessment instrument is excessively easy for the test sample population, causing a high proportion of examinees to achieve maximum or near-maximum scores. This clustering at the upper score boundary obscures actual performance differences among high-achieving individuals.

172. (A) The test is too hard, clustering scores at the bottom
A floor effect happens when a test is excessively difficult for the examinee group, resulting in scores clustering heavily at or near the lower performance scale limit. This concentration at the bottom score threshold prevents the assessment from distinguishing among varying degrees of lower-level ability.

173. (B) It prevents distinguishing high from very high performers
A ceiling effect severely reduces test discrimination at the upper performance range. When an assessment is too easy, moderate, high, and exceptionally high achievers all attain top scores, masking individual differences and preventing educators from differentiating superior performance levels accurately.

174. (C) Standard Deviation
Standard deviation is the standard measure of dispersion paired with the mean in educational statistics. It quantifies average score spread around the distribution mean, serving as a core parameter for interpreting normal distributions, standardized test scores, standard errors, and comparative student distributions.

175. (A) I and II
Standard Deviation (SD) measures variability around the mean. A larger SD indicates widely dispersed scores, whereas a smaller SD reflects group homogeneity. Because standard deviation is derived from squared deviations, it must always be zero or positive, rendering statements I and II correct.

176. (C) 68%
In a normal probability distribution curve, approximately 68.26 percent (commonly rounded to 68%) of all scores lie within one standard deviation ($\pm 1SD$) of the mean. Furthermore, approximately 95% fall within $\pm 2SD$, and 99.7% fall within $\pm 3SD$.

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177. (B) Most students scored low, indicating a difficult test
A positively skewed score distribution features a tail extending toward higher scores, with the majority of student scores clustering at the lower end of the measurement scale. This pattern indicates that most examinees scored poorly, typical of a highly challenging or difficult assessment.

178. (B) Mean $<$ Median $<$ Mode
In a negatively skewed distribution, extreme low scores pull the arithmetic mean toward the left tail. Consequently, the mean is smaller than the median, which is smaller than the mode (Mean $<$ Median $<$ Mode). The mode remains at the peak where scores cluster.

that performance reflects response speed and accuracy within strict time limits. Progressively increasing item difficulty is a core structural feature of power tests, not speed tests, making statement D incorrect.

138. (C) The maximum item difficulty mastered given ample time
A power test is engineered to evaluate a test taker's maximum cognitive capacity or domain mastery. It features items arranged in increasing order of difficulty and provides generous testing time, ensuring that scores reflect the highest level of item difficulty the individual can successfully solve rather than speed.

139. (C) A combination of speed and power
Most standardized school achievement tests integrate elements of both speed and power assessments. They contain items spanning varying difficulty levels to evaluate cognitive depth, while imposing reasonable operational time limits. This combination assesses student domain mastery and procedural fluency effectively within practical institutional schedules.

140. (C) Content validity
When an assessment tests content outside the taught curriculum, it fails to sample the targeted instructional domain. This mismatch between instruction and assessment severely compromises content validity, as the resulting test scores fail to reflect intended learning objectives or actual instructional achievements.

141. (B) The influence that a test has on teaching and learning methods
The washback (or backwash) effect describes the profound impact that testing and evaluation systems exert on classroom instruction, curriculum focus, and student learning strategies. High-stakes testing often drives teachers and students to tailor instruction directly to test formats, shaping daily educational practices both positively and negatively.

142. (B) Item bias or Differential Item Functioning
When examinees from different demographic subgroups possessing identical underlying ability display systematically different probabilities of answering a test item correctly, the item exhibits Differential Item Functioning (DIF). This condition indicates item bias, as non-relevant demographic characteristics artificially influence item difficulty and performance outcomes.

143. (B) Differential Item Functioning (DIF) analysis
Differential Item Functioning (DIF) analysis is a specialized statistical procedure used during psychometric evaluation to detect item bias. DIF evaluates whether test items perform differently across distinct demographic subgroups (such as gender or ethnicity) who share the same overall ability level, safeguarding fairness in testing.

144. (C) Using multiple methods and sources to evaluate learning
Triangulation in educational assessment involves synthesizing evidence gathered from multiple assessment methods, data sources, or evaluators. Combining quantitative tests, qualitative observations, and performance tasks mitigates single-method evaluation biases, yielding a more comprehensive, accurate, and valid picture of student learning progress and abilities.

145. (A) I and II
Peer assessment and self-assessment explicitly center the learner within the evaluation framework. Engaging students in evaluating their own progress and providing feedback to peers fosters metacognition, critical reflection, and active responsibility for learning, distinguishing these self-regulatory practices clearly from teacher-driven or external evaluation methodologies.

146. (B) Making subjective evaluations more objective and consistent
A rubric is a structured scoring tool that articulates specific criteria and performance expectations across quality levels. By standardizing evaluation benchmarks for open-ended assignments, essays, or complex projects, rubrics minimize evaluator subjectivity, enhance grading consistency, reduce scoring bias, and clarify expectations for learners.

147. (B) Provides a single overall score based on the overall impression of the work
A holistic rubric evaluates a student's total performance as a single unified whole, assigning one overall score based on an integrated impression of quality. In contrast, an analytic rubric breaks performance down into distinct components, scoring individual criteria separately to provide detailed, multi-dimensional feedback.

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190. (A) Both A and R are true and R is the correct explanation of A
Objectivity is a fundamental requirement for test reliability. If an assessment tool cannot be scored consistently across different evaluators due to vague criteria, resulting test scores will fluctuate wildly. Scoring objectivity eliminates evaluator variance, providing the baseline scoring consistency necessary for overall test reliability.

191. (C) Too difficult and requires revision or removal
A Difficulty Index (P) of 0.15 indicates that only fifteen percent of examinees answered the item correctly. Because higher P values indicate easier items, a score of 0.15 classifies the item as excessively difficult, signaling a need for item revision or removal.

192. (C) Anecdotal record
An anecdotal record is the most appropriate measurement tool for recording a student's sudden, significant behavioral event, such as an aggressive outburst. Providing an objective narrative description of the incident, context, and immediate aftermath captures critical socio-emotional behavioral evidence for subsequent guidance analysis.

193. (B) Achievement tests
Evaluating cognitive domain competencies—such as recall, understanding, application, analysis, and synthesis—is most directly accomplished using structured achievement tests. Achievement tests deploy varied item formats designed specifically to measure cognitive domain mastery and intellectual problem-solving skills across academic curricula.

194. (B) Checklists record presence/absence, while observation records frequency and context
Checklists differ from observation schedules in structural complexity. A checklist simply records binary presence or absence of target behaviors without detailing performance quality or context. In contrast, an observation schedule systematically documents behavior frequency, sequence, temporal duration, and surrounding environmental conditions during observational sessions.

195. (A) I and II
Test norms are empirically derived from testing representative target population samples, serving as comparative benchmarks to interpret raw individual scores. Norms describe actual performance levels within reference groups rather than prescriptive standards of what students should score, making statements I and II accurate.

196. (C) The purpose and utilization of measurement data
Assessment OF Learning and Assessment FOR Learning differ primarily in purpose and utilization of measurement data. Assessment OF learning is summative, designed to grade and certify achievement at completion. Assessment FOR learning is formative, utilizing continuous data to adapt instruction and enhance ongoing learning progress.

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197. (B) Ordinal
Rating attitudinal statements on binary scales such as 'Agree' or 'Disagree' produces ordinal data. Responses reflect an underlying continuum of attitudinal preference; however, distances between categorical choices cannot be assumed equal, placing data squarely on an ordinal scale of measurement.

198. (C) It may ignore complex, unquantifiable human aspects of learning
Relying exclusively on quantitative measurement in education risks reducing complex, multi-dimensional learning processes into simplified numerical metrics. Quantitative metrics may overlook unquantifiable human elements, such as creative thinking, socio-emotional development, intrinsic motivation, and contextual qualitative growth, limiting total evaluation scope.

199. (B) Construct-irrelevant variance reducing validity
When a problem-solving test uses unnecessarily complex vocabulary, it accidentally measures language comprehension alongside math ability. This introduces construct-irrelevant variance—extraneous factors that systematically distort test performance—undermining construct validity by preventing test scores from reflecting pure target ability accurately.

200. (C) Triangulating formative, performance, and summative assessments for decision-making
Sound educational assessment strategy requires triangulating data from formative, performance-based, and summative evaluation methods. Combining continuous developmental feedback,

8. Consider the following statements regarding the purpose of achievement tests:
I. They are used to determine the relative rank of students in a class.
II. They help in evaluating the effectiveness of the curriculum.
III. They are used to predict innate musical talent regardless of prior training.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

9. Which of the following pairs correctly matches the type of test with its primary focus?
(A) Prognostic Test – Measures current achievement and skill levels in mathematics
(B) Achievement Test – Measures the degree of success in past learning activities
(C) Aptitude Test – Measures the extent of complete mastery over taught curriculum
(D) Diagnostic Test – Measures general intelligence quotient and mental ability

10. Which of the following is NOT a characteristic of a good achievement test?
(A) High content validity aligned with the instructional objectives
(B) Ambiguous items that test the guessing ability of the students
(C) High reliability yielding consistent scores upon re-administration
(D) Clear scoring rubrics or objective keys

11. A Principal directs the subject teachers to design a test strictly mapped to the learning outcomes of Term I to decide promotions. This test is best categorized as a/an:
(A) Summative achievement test
(B) Formative diagnostic test instrument
(C) Placement aptitude test assessment
(D) Intelligence assessment test

12. A Principal of a school is reviewing the half-yearly examination results. She notices that Class IX students performed exceptionally poorly in Science. She decides to use this test data to mandate changes in the instructional strategy for the next term. In this scenario, the achievement test is primarily being utilized for:
(A) Certifying the students for board registration
(B) Testing the innate scientific aptitude of the students
(C) Evaluating and modifying instructional effectiveness
(D) Conducting clinical supervision of the teachers

13. A survey achievement test differs from a diagnostic achievement test primarily in its:
(A) Focus on predicting future academic success versus measuring past learned content
(B) Exclusive reliance on essay-type questions versus objective multiple-choice formats
(C) Individual administration by a specialist versus large-group classroom administration
(D) Assessing broad coverage of a subject field versus pinpointing specific learning errors

14. Which of the following tests yields a single overall score representing general competence in a subject rather than a detailed breakdown of sub-skills?
(A) Individual Diagnostic Test
(B) Standardized Prognostic Test
(C) Survey Achievement Test
(D) Student Placement Test

15. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Survey achievement tests are highly effective for identifying the specific procedural errors a student makes in algebraic division.
Reason (R): Survey tests cover a wide range of topics with few items per topic, prioritizing breadth over depth.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. Identify the correct pair regarding the types of achievement tests:
(A) Survey Test – Focuses on diagnosing reading disabilities and learning errors in young children
(B) Diagnostic Test – Focuses on ranking schools and districts in a national academic assessment
(C) Diagnostic Test – Used primarily for predicting long-term career success and occupational fit
(D) Survey Test – Gives a general estimate of

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CHAPTER 06

Types of Tests

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1. Which of the following best describes the primary purpose of an educational test in the context of school education?
(A) To provide a systematic procedure for measuring a sample of behavior to assess student learning and instructional effectiveness
(B) To strictly classify students into pass or fail categories for administrative convenience
(C) To measure the innate biological intelligence of a student independently of their environmental exposure
(D) To fulfill statutory requirements without impacting instructional design

2. The concept of an educational test typically involves assigning numerals or scores to a specified trait. This process is fundamentally aligned with which broader educational function?
(A) Inspection
(B) Mentoring
(C) Measurement
(D) Certification

3. All of the following are valid purposes of administering an educational test, EXCEPT:
(A) Punishing students for lack of discipline in the classroom
(B) Diagnosing specific learning difficulties in students
(C) Predicting future performance in a specific subject area
(D) Evaluating the efficacy of a particular teaching method

4. In educational evaluation, a test is essentially considered a tool for:
(A) Qualitative description of student behavior only
(B) Formulating administrative policies independently of learning outcomes
(C) Replacing the holistic progress card entirely
(D) Gathering objective data regarding the extent of behavioral changes in learners

5. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Educational tests are indispensable tools for a school Principal to ensure quality assurance in teaching-learning processes.
Reason (R): Tests provide quantifiable data that help in identifying instructional gaps, thereby facilitating evidence-based academic supervision.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Which of the following statements most accurately distinguishes a 'test' from 'assessment' in educational contexts?
(A) Assessment is a single specific instrument, whereas a test is a continuous process.
(B) A test does not yield numerical data, whereas an assessment always does.
(C) A test is a specific measurement instrument or tool, whereas assessment is the broader process of gathering information about student learning.
(D) Assessment is conducted only at the end of the year, while tests are conducted daily.

7. An achievement test is fundamentally designed to measure:
(A) The natural potential or capacity of a student to acquire new complex skills in the future
(B) The general cognitive capacity, learning aptitude, and problem-solving speed of a student
(C) The foundational personality traits, emotional stability, and socio-emotional maturity of a learner
(D) The extent of knowledge or skills acquired by a student in a specific subject after instruction

authentic practical evaluations, and formal summary tests mitigates single-method biases, yielding a balanced, comprehensive, reliable, and valid representation of student achievement and learning progress.

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student attainment across a broad academic field

17. If a standardized test is administered to Class X students across the state to ascertain their general proficiency level in English relative to a norm group, the test is best described as a:
(A) Survey test
(B) Diagnostic test
(C) Aptitude test
(D) Performance test

18. Which of the following is NOT a typical use of a diagnostic achievement test?
(A) Identifying persistent learning gaps and specific procedural errors in basic arithmetic operations
(B) Ascertaining the specific underlying cognitive causes of a student's persistent poor spelling
(C) Providing a comprehensive end-of-year letter grade for final certification and promotion
(D) Forming the diagnostic basis for targeted, individualized remedial instruction programs

19. A teacher wants to know if her class has generally grasped the overarching themes of a historical period before moving to the next unit, without needing a deep analysis of each student's specific misconceptions. The most appropriate test to use is a:
(A) Survey achievement test
(B) Diagnostic achievement test
(C) Prognostic test
(D) Intelligence test

20. Aptitude tests are primarily defined as instruments designed to:
(A) Measure the specific knowledge and academic content acquired after a direct period of instruction
(B) Assess the overall psychological stability, personality traits, and socio-emotional intelligence
(C) Identify specific learning disabilities, sensory impairments, and cognitive deficits in early childhood
(D) Predict an individual's potential for acquiring a specific skill given appropriate future training

21. Which of the following is a classic example of a widely used aptitude test in educational settings?
(A) Thematic Apperception Test (TAT) projective measure
(B) Differential Aptitude Test (DAT) battery
(C) Rorschach Inkblot Test psychological scale
(D) Stanford Achievement Test (SAT) battery

22. Consider the following statements regarding aptitude tests:
I. They measure a combination of native traits and cumulative general learning.
II. They are purely dependent on recent, specific classroom instruction.
III. They are often used for educational and vocational guidance.
IV. Their primary validity is predictive validity.
Which of the above statements are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

23. A school counselor is advising a Class X student on whether to opt for the Science or Humanities stream in Class XI. Which type of test would provide the most relevant data for this decision?
(A) Diagnostic achievement test
(B) Formative assessment test
(C) Norm-referenced reading test
(D) Differential aptitude test

24. A high score on a mechanical aptitude test typically indicates that the student:
(A) Possesses high potential to succeed in mechanical training programs
(B) Has already thoroughly mastered complex mechanical engineering concepts
(C) Has developed a strong foundational understanding of high school physics
(D) Expresses a clear preference for hands-on mechanical tasks over office duties

25. Identify the incorrect statement regarding aptitude tests:
(A) They are forward-looking and focus on future capabilities.
(B) They are unaffected by an individual's past general experiences.
(C) They are often specialized to specific domains such as clerical, spatial, or numerical.
(D) They assist in placement and selection processes.

26. The primary theoretical difference between an achievement test and an aptitude test lies in:
(A) The exact total length of the test instrument, item format, and strictness of the allotted

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corrective performance feedback to learners
(C) Systematically breaking complex learning tasks into smaller, manageable instructional steps
(D) Employing diverse alternative teaching materials, concrete manipulatives, and visual aids

57. A standardized test is best defined as one that:
(A) Is prepared rapidly by a individual classroom teacher for routine weekly academic assessments
(B) Has uniform administration, scoring, and normative interpretation procedures
(C) Consists exclusively of open-ended subjective essay questions requiring qualitative analysis
(D) Is completely exempt from undergoing formal psychometric reliability or validity verification

58. Which of the following is a primary characteristic of a standardized test?
(A) It is designed and utilized exclusively for continuous formative assessment in classroom settings
(B) Norms are established using a large, representative sample
(C) Subjective scoring criteria vary significantly depending on the individual evaluator's judgment
(D) It lacks a standardized administration manual, allowing flexible timing across testing centers

59. The National Achievement Survey (NAS) is an example of a/an:
(A) Standardized achievement test instrument
(B) Comprehensive teacher-made diagnostic test
(C) Individual non-verbal performance test
(D) Unstructured projective personality test

60. Standardized tests are typically accompanied by a manual. This manual primarily provides:
(A) The complete framework and recommended instructional materials for the upcoming academic year
(B) Detailed financial and administrative guidelines for purchasing and distributing test materials
(C) Comprehensive guidelines for administration, scoring keys, norms, and technical data
(D) Authenticated sample answer sheets and scoring benchmarks from previous cohort test-takers

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61. Identify the incorrect statement regarding standardized tests:
(A) They are constructed by psychometric experts using rigorous empirical item analysis procedures.
(B) They provide a standardized basis for comparing individual scores with a broader reference norm group.
(C) They possess high statistical reliability coefficients and thoroughly established construct validity.
(D) They can be flexibly modified by classroom teachers during administration.

62. Consider the following statements about standardized tests:
I. They involve extensive pre-testing or try-outs.
II. The test items are selected based on difficulty and discrimination indices.
III. They are generally more valid for local, specific classroom objectives than teacher-made tests.
IV. They provide objective scoring procedures.
Which of the above statements are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

63. In the process of standardization, which step immediately follows the preliminary drafting of test items?
(A) Establishing norms
(B) The try-out or pilot testing of items
(C) Final printing of the test
(D) Calculating the reliability coefficient of the final draft

64. Arrange the general steps of standardizing a test in the correct chronological order:
1. Preparation of the preliminary draft
2. Planning the test (objectives, blueprint)
3. Establishing norms and preparing the manual
4. Try-out and item analysis
5. Preparation of the final draft
(A) 2, 1, 4, 5, 3
(B) 1, 2, 4, 3, 5
(C) 2, 4, 1, 5, 3
(D) 4, 2, 1, 3, 5

65. The primary purpose of conducting a 'try-out' during the standardization process is to:

and cultural background as much as innate cognitive capacity

33. The concept of Mental Age (MA) in intelligence testing was originally introduced by:
(A) Alfred Binet
(B) David Wechsler
(C) Charles Spearman
(D) L.L. Thurstone

34. In psychological measurement, an intelligence test is fundamentally designed to assess:
(A) Specific mastery of prescribed school curriculum units and taught academic learning outcomes
(B) Current interest levels, personal motivation, and task commitment in specialized academic subjects
(C) General cognitive capacity, abstract reasoning, and comprehensive problem-solving ability
(D) Future occupational success and practical performance in a specific skilled vocational trade

35. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Intelligence tests and aptitude tests are closely related and often overlap in content.
Reason (R): Both intelligence and aptitude tests attempt to measure a student's potential for learning rather than solely what has been explicitly taught.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which of the following statements differentiates an intelligence test from a specific aptitude test?
(A) Intelligence tests always rely on verbal language items, whereas aptitude tests rely exclusively on non-verbal tasks.
(B) Intelligence tests assess past cumulative learning experiences, whereas aptitude tests assess immediate present learning.
(C) Intelligence tests are always rigorously standardized, whereas aptitude tests are exclusively informal, teacher-made tools.
(D) Intelligence tests assess general cognitive abilities, while aptitude tests target specific domains like spatial skills.

37. When a school psychologist uses the WISC (Wechsler Intelligence Scale for Children), they are primarily gathering data to:
(A) Determine the student's complete mastery and performance on the Class V mathematics curriculum
(B) Evaluate general intellectual functioning and detailed cognitive profile
(C) Predict the child's future likelihood of becoming a highly successful visual artist or designer
(D) Diagnose specific phonetic reading errors and underlying language processing deficits

38. The primary purpose of a diagnostic test in education is to:
(A) Rank students systematically from highest to lowest in overall academic achievement across subjects
(B) Determine the general efficacy and overall instructional success of a school's operational curriculum
(C) Identify specific underlying causes of a student's learning difficulties
(D) Predict a student's prospective performance level in upcoming standardized university examinations

39. Unlike a summative achievement test, a diagnostic test is characterized by having:
(A) High difficulty level designed specifically to challenge top-performing and gifted students
(B) Extremely strict time limits designed to measure speed of information processing under pressure
(C) Exclusive reliance on extended essay-type questions to evaluate handwriting and sentence construction
(D) Multiple items targeting a specific sub-skill to precisely locate learning weaknesses

40. Identify the correct pair:
(A) Diagnostic Test – Leads directly to targeted remedial teaching
(B) Summative Test – Provides immediate feedback during instruction
(C) Prognostic Test – Measures intelligence quotient
(D) Placement Test – Given at the end of the academic year for promotion

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41. A mathematics teacher notices that several students continuously fail to solve fractions correctly. To understand exactly where they are making errors (e.g., finding the LCM, adding numerators), the teacher should construct and administer a:
(A) Standardized intelligence test
(B) Diagnostic test
(C) Survey achievement test
(D) Performance speed test

42. Which of the following is the most critical requirement for a diagnostic test?
(A) It must produce a perfectly balanced normal probability curve of student scores across the cohort.
(B) It must contain items representing detailed, sequential steps of the target learning task.
(C) It must be fully standardized and normed on a nationally representative sample of students.
(D) It must consist entirely of objective true/false items to ensure rapid and unambiguous scoring.

43. Identify the incorrect statement regarding diagnostic tests:
(A) They typically yield a single total score that is used for final grading.
(B) They are more qualitative and analytical than survey tests.
(C) They are often untimed to allow students to demonstrate their process.
(D) They analyze both the product of learning and the process/errors involved.

44. A Principal advises a newly appointed teacher that diagnosing student errors is similar to a doctor diagnosing a patient. Following the administration of a diagnostic test, the indispensable next step is:
(A) Recording the marks in the cumulative record and moving to the next unit
(B) Comparing the student's score with the national norm
(C) Planning and executing an individualized remedial instruction program
(D) Calling a disciplinary meeting with the parents

45. In constructing a diagnostic test, an educator must first:
(A) Establish national norms and standardized performance benchmarks for the test
(B) Select a broad sample of general curriculum objectives across multiple subject areas
(C) Calculate the predictive validity coefficient using longitudinal academic data
(D) Perform a detailed task analysis of the skill or concept to be measured

46. All of the following are essential principles in the construction of a diagnostic test, EXCEPT:
(A) Covering the specified learning points in a strictly hierarchical and sequential logical order
(B) Including multiple items for each specific sub-concept or granular learning point under evaluation
(C) Ensuring the test has a very high overall difficulty level to differentiate top performers
(D) Framing items specifically designed to capture common student errors and misconceptions

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47. Diagnostic tests are generally constructed with a difficulty index that is:
(A) Set at a very high level, ensuring that items are made extremely difficult for average students
(B) Based on revealing specific learning errors rather than normative item difficulty
(C) Maintained at a very low level to test minimal competency and identify basic foundational gaps
(D) Standardized to be exactly 0.50 for all included test items to maximize statistical variance

48. Consider the following steps in constructing a diagnostic test:
I. Identification of problem areas through observation or general tests.
II. Detailed analysis of the specific skills and sub-skills involved.
III. Developing items that target common misconceptions and procedural errors.
Which of the above steps is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

49. Arrange the following steps of constructing and using a diagnostic test in the correct sequence:
1. Analyzing the test responses to identify specific error patterns.
2. Formulating a test blueprint based on task

analysis.
3. Writing test items targeting sub-skills.
4. Designing remedial teaching based on identified gaps.

(A) 2, 3, 1, 4
(B) 1, 2, 3, 4
(C) 3, 2, 4, 1
(D) 2, 1, 3, 4

50. A test constructor includes options in a multiple-choice diagnostic test that represent the most common mistakes students make (e.g., adding numerators and denominators in fractions). Logically, these distractors are designed to:
(A) Significantly increase the overall psychometric difficulty level of the diagnostic test instrument
(B) Intentionally trick low-performing students into failing the assessment under timed conditions
(C) Provide specific insights into the exact nature of student misconceptions
(D) Ensure a perfectly symmetrical normal distribution of student test scores across the entire cohort

51. Remedial teaching, as a follow-up to diagnostic testing, is best defined as:
(A) Targeted instruction designed to correct identified learning gaps
(B) Re-teaching the entire prescribed curriculum from the beginning of the academic school year
(C) Assigning additional homework exercises of the same type to encourage drill and practice
(D) Punishing students for academic deficiencies by retaining them after regular school hours

52. Following a diagnostic test in English grammar, it is found that a group of Class VI students consistently confuses subject-verb agreement in complex sentences, though they perform well in simple sentences. The Principal advises the teacher on the next steps. The most appropriate remedial action would be to:
(A) Demote the struggling students to Class V English classes until they master basic grammar rules
(B) Direct the students to memorize a comprehensive list of 100 irregular verbs and agreement rules
(C) Administer a generalized survey test to confirm their overall verbal intelligence and performance
(D) Design exercises isolating the transition from simple to complex subject-verb structures

53. What is the primary cause-and-effect relationship between diagnostic testing and remedial teaching?
(A) Diagnostic testing increases student test anxiety, creating an urgent need for remedial instruction.
(B) Diagnostic testing pinpoints specific errors, guiding precise corrective instruction.
(C) Remedial teaching causes widespread student failure, creating the necessity for further testing.
(D) Diagnostic testing completely replaces the need for subsequent remedial teaching interventions.

54. When implementing remedial teaching based on diagnostic test results, a teacher should ideally:
(A) Rely strictly on the exact same instructional methodology that initially failed during regular classroom teaching
(B) Focus instructional time exclusively on supporting the brightest students to achieve advanced mastery
(C) Employ varied approaches and individualized attention tailored to identified gaps
(D) Require students to independently master the unlearned concepts through unassisted self-study modules

55. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Remedial teaching is a highly individualized or small-group process rather than a whole-class general lecture.
Reason (R): Diagnostic tests reveal that different students have different specific learning gaps and misconceptions requiring customized intervention.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. All of the following are effective practices in remedial teaching EXCEPT:
(A) Moving rapidly through the curriculum to ensure full syllabus completion
(B) Providing immediate, constructive, and

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time limit
(B) The primary purpose of score utilization (assessing past learning versus predicting future performance)
(C) The specific structural format of questions utilized throughout the test (objective versus extended essay)
(D) The specific statistical measures and psychometric formulas used for item difficulty and discrimination analysis

27. Identify the incorrect pair differentiating achievement and aptitude tests:
(A) Achievement Test – Assesses innate traits / Aptitude Test – Assesses learned content
(B) Achievement Test – Retrospective evaluation / Aptitude Test – Prospective measurement
(C) Achievement Test – Evaluates past instructional outcomes / Aptitude Test – Predicts future learning capacity
(D) Achievement Test – Relies heavily on content validity / Aptitude Test – Relies heavily on predictive validity

28. Consider the following statements comparing achievement and aptitude tests:
I. Both types of tests measure current performance based on past learning and experience.
II. Achievement tests focus on specific taught content, while aptitude tests focus on broader, cumulative experiences.
III. A well-constructed achievement test can never be used to predict future performance.
Which of the statements is/are correct?
(A) I and II only
(B) II and III only
(C) I only
(D) I, II, and III

29. Which of the following statements best describes the functional overlap between achievement and aptitude tests?
(A) Achievement tests are completely devoid of any long-term predictive or prognostic value in academic settings
(B) Aptitude tests measure pure genetic cognitive potential without any influence of prior learning or environmental exposure
(C) Both assessment types require the exact same rigid table of specifications and instructional blueprints for construction
(D) Past achievement in a domain is often one of the strongest predictors of future aptitude in that same subject area

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30. A Principal observes that a test meant to assess the potential of students for a new robotics club is heavily reliant on questions about advanced physics formulas taught in Class XII. The primary flaw in using this test as an aptitude measure is that it:
(A) Is far too brief in total length to yield statistically reliable and consistent test scores across administrations
(B) Measures general abstract intelligence rather than domain-specific mechanical and practical technical aptitude
(C) Functions like an achievement test, penalizing students who lack specific prior instruction in physics formulas
(D) Demonstrates unexpectedly high predictive validity while simultaneously exhibiting exceptionally low face validity

31. If an aptitude test is highly correlated with an achievement test in the same domain, a measurement specialist would logically conclude that:
(A) The aptitude test lacks any meaningful statistical reliability or internal consistency
(B) Skills for future learning depend heavily on prior mastered content knowledge
(C) The achievement test is fundamentally invalid for measuring classroom learning outcomes
(D) The psychometrician or test constructor utilized an inappropriate blueprint during design

32. A school management committee is planning to identify intellectually gifted students in primary classes to provide them with enrichment programs. The counselor suggests using an intelligence test. The Principal argues that while useful, intelligence tests must be interpreted with caution. In this context, the Principal's caution is most justified because intelligence tests:
(A) Are functionally identical to diagnostic achievement tests used for locating specific academic learning gaps
(B) Exclusively measure physical motor coordination and sensory performance rather than higher cognitive abilities
(C) Lack standardized developmental norms appropriate for evaluating primary school children across diverse settings
(D) Can reflect socio-economic environment

(A) Determine the difficulty level and discriminating power of items
(B) Provide students with ample practice opportunities prior to the final examination
(C) Distribute formal completion certificates to top-performing student candidates
(D) Finalize administrative budgeting and printing expenditures for test booklets

66. During the item analysis phase of standardization, an item with a negative discrimination index is usually:
(A) Retained in the test pool because it effectively identifies intellectually gifted students
(B) Modified structurally by test developers to significantly increase its overall difficulty
(C) Rejected because lower performers answer it correctly more often than high performers
(D) Retained without modification because it helps ensure a balanced normal score distribution

67. A psychometrician is determining the 'norms' for a newly developed reading test. This essentially involves:
(A) Establishing reference performance data from a representative sample
(B) Writing detailed analytical scoring rubrics and answer guides for open-ended essay questions
(C) Inspecting the physical printing quality and typographical accuracy of distributed test booklets
(D) Conducting empirical validation checks to ensure the test measures its intended construct

68. Consider the following processes involved in test standardization:
I. Estimating reliability through test-retest or split-half methods.
II. Establishing content and construct validity.
III. Fixing a rigid testing environment to eliminate extraneous variables.
Which of the above are essential components of standardizing a test?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

69. A teacher-made test is fundamentally characterized by:
(A) Its specific development for facilitating broad, national-level comparative score evaluations
(B) Alignment to immediate instructional objectives of a specific class
(C) Application of rigorous empirical item analysis and the formal establishment of national norms
(D) Its mandatory reliance on multi-stage stratified sampling techniques during test item construction

70. The primary advantage of a teacher-made test over a standardized test is its:
(A) Consistently higher statistical reliability coefficients across diverse student populations
(B) Ability to provide standardized percentile ranks and stanine scores on a statewide level
(C) Adaptability to local classroom needs and specific content covered
(D) Complete exemption from requiring an official scoring key or answer key for grading

71. All of the following are typical features of teacher-made tests, EXCEPT:
(A) They are continuously used for formative assessment.
(B) They rarely involve formal determination of validity and reliability coefficients.
(C) They can be easily updated or modified to reflect recent lessons.
(D) They are accompanied by a comprehensive technical manual and norms.

72. Mr. Sharma, a TGT Science teacher, prepares a unit test for his Class VIII students to check their understanding of the topic 'Metals and Non-Metals' taught last week. He prepares a mix of MCQs and short-answer questions. This assessment instrument is best classified as a:
(A) Teacher-made achievement test
(B) Standardized intelligence test
(C) Prognostic aptitude test
(D) Norm-referenced placement test

73. Which of the following statements is correct regarding the quality of teacher-made tests?
(A) They are universally flawless because classroom teachers possess intimate knowledge of students.
(B) Quality depends on teacher skill in test construction and evaluation principles.
(C) They are methodologically unsound whenever they incorporate objective-type

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multiple-choice items.
(D) They are completely invalid and unreliable for assigning official student academic marks or grades.

74. Logically, why do teacher-made tests often lack formal norms?
(A) Establishing formal norms is prohibited by educational authorities for internal school tests.
(B) They target a single class, making broader normative comparisons unnecessary.
(C) Classroom teachers lack the basic technical training required to score standardized test items.
(D) Incorporating normative scoring standards would make tests excessively easy for most students.

75. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Standardized tests are generally less suitable for determining mastery of a specific 4-week lesson plan than teacher-made tests.
Reason (R): Standardized tests cover a broad range of content to suit a wide population, whereas teacher-made tests are tailored to exact local instruction.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. The major difference between standardized and teacher-made tests lies in the:
(A) Use of paper and pencil
(B) Fact that standardized tests never use multiple-choice questions
(C) Rigor of construction, scope of content, and presence of norms
(D) Ability of teacher-made tests to measure intelligence

77. Identify the incorrect pair differentiating standardized and teacher-made tests:
(A) Standardized – Broad content coverage / Teacher-made – Specific, narrow content coverage
(B) Standardized – Formal item analysis / Teacher-made – Usually lacks formal item analysis
(C) Standardized – Establishes norms / Teacher-made – Focuses on local class performance
(D) Standardized – Flexible administration / Teacher-made – Rigid administration

78. A Principal wants to compare the mathematics achievement of her school's Class X students with the average performance of students across the state. Which type of test should she use?
(A) A comprehensive teacher-made diagnostic test instrument
(B) An informal teacher-made formative assessment task
(C) A standardized survey achievement test
(D) A detailed qualitative anecdotal record log

79. In terms of test validity, teacher-made tests typically excel in which specific type of validity compared to standardized tests?
(A) Long-term predictive validity for future academic success
(B) Content validity relative to specific instruction delivered
(C) Theoretical construct validity across diverse student groups
(D) Concurrent validity with established international benchmarks

80. Logically, a standardized test cannot easily replace a teacher-made test for weekly quizzes because:
(A) Standardized test booklets are far too brief to cover detailed classroom material adequately
(B) Standardized tests inherently demonstrate lower statistical reliability than classroom quizzes
(C) Standardized testing at weekly intervals is explicitly prohibited under national education policies
(D) Administration is too cumbersome and content too general for weekly formative feedback

81. Which of the following is the best integrated use of both standardized and teacher-made tests in a school?
(A) Using teacher-made tests for continuous formative assessment and standardized tests for periodic benchmarking
(B) Utilizing standardized tests for routine weekly grading while reserving teacher-made tests for end-of-year state reporting
(C) Discarding informal teacher-made tests

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entirely in favor of standardized testing to ensure complete instructional equity
(D) Deploying standardized tests for diagnosing daily learning errors and teacher-made tests for university admissions procedures

82. A norm-referenced test (NRT) is fundamentally designed to:
(A) Determine whether a student has successfully mastered a specific set of prescribed instructional objectives
(B) Assess a student's practical capability to perform a complex technical skill completely independently
(C) Compare a student's performance against a predefined reference group
(D) Measure the precise speed and accuracy with which a student can read a standardized reference text

83. The primary metric of interest in a norm-referenced test is:
(A) Relative standing or rank in a group
(B) The exact overall percentage of test questions answered correctly
(C) The total number of procedural errors made in a specific sub-skill
(D) The total duration of time taken to complete the entire test paper

84. If a student scores in the 85th percentile on a norm-referenced reading test, it indicates that:
(A) The student answered exactly 85 percent of the test items correctly.
(B) The student requires an additional 15 percent marks to reach mastery level.
(C) The student correctly answered 85 individual questions on the assessment paper.
(D) The student scored higher than 85% of the normative sample group.

85. Norm-referenced tests are typically constructed to have a wide range of item difficulties. The primary reason for this is to:
(A) Ensure that virtually all enrolled students successfully pass the assessment
(B) Maximize discrimination among test-takers to yield a normal distribution
(C) Pinpoint specific learning disabilities and localized cognitive deficits in learners
(D) Guarantee that no individual student achieves a perfect score of 100 percent

86. Identify the correct pair:
(A) Criterion-Referenced Test – Normal Probability Curve
(B) Norm-Referenced Test – Mastery Learning
(C) Norm-Referenced Test – Percentile Rank
(D) Criterion-Referenced Test – Z-score comparison

87. Identify the incorrect statement regarding norm-referenced tests:
(A) They are highly effective for selective admissions and scholarship decisions where available seats are limited.
(B) They are designed specifically to focus on creating a wide statistical spread of student scores across a continuum.
(C) They routinely eliminate test items that are answered correctly by almost all participating students in try-outs.
(D) They explicitly indicate the specific skills a student has or has not mastered.

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88. Consider the following characteristics of a criterion-referenced test (CRT):
I. It measures a student's performance against a predetermined standard or absolute criterion.
II. It is heavily focused on mastery learning.
III. It aims to rank students in order of merit.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

89. A criterion-referenced test is best defined as an assessment that:
(A) Compares an individual student's test score to a national or regional peer group average score
(B) Describes specific knowledge and skills demonstrated, regardless of others' performance
(C) Is utilized exclusively in clinical psychological settings for measuring general abstract intelligence
(D) Relies entirely on qualitative projective personality techniques and unstructured observational tools

90. A driving test where the candidate must correctly parallel park, stop at red lights, and signal turns to get a license is an example of a:
(A) Criterion-referenced test
(B) Standardized norm-referenced test

(D) Distractors or foils

110. Which of the following is a common flaw to avoid when writing MCQs?
(A) Ensuring all distractor options are constructed with roughly equal length and structure
(B) Utilizing grammatically parallel phrasing across all response options within the item
(C) Including absolute terms like 'always' or 'never' that act as clues
(D) Stating the core problem clearly and concisely within the main question stem

111. Logically, a well-designed distractor in an MCQ should:
(A) Be obviously incorrect to virtually all examinees regardless of their preparation level
(B) Attract unknowledgeable students while not misleading those who achieved mastery
(C) Function as a trick question specifically designed to confuse even top-performing students
(D) Contain subtle grammatical clues that directly reveal the key to attentive readers

112. A history teacher creates an MCQ: "The capital of India is... (A) Delhi (B) Mumbai (C) Because it is historical (D) 1947." The Principal reviews this item and suggests a major revision. The primary flaw in this item is:
(A) The question stem itself is excessively wordy and complex for middle school students
(B) It assesses higher-order thinking skills improperly by using recall-based facts
(C) It represents a supply-type question format that has been converted incorrectly into an MCQ
(D) Distractors lack homogeneity and grammatical consistency

113. True/False items are classified under which category of test items?
(A) Alternate-response items
(B) Free-response short-answer supply items
(C) Column-matching association items
(D) Extended response analytical essay items

114. The most significant limitation of using True/False items for assessment is:
(A) They are exceptionally difficult and time-consuming for teachers to score objectively
(B) They require an excessive amount of physical space on printed examination papers
(C) They carry a high guessing probability of 50 percent
(D) They are completely impossible to analyze using standard psychometric statistical formulas

115. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): When constructing True/False items, it is advisable to avoid using exact statements lifted directly from learning materials.
Reason (R): Lifting statements verbatim promotes rote memorization rather than conceptual understanding.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

116. A modified True/False item typically requires the student to:
(A) Compose a short explanatory essay whenever they determine that a given statement is true
(B) Select between three or four alternative response options rather than just two choices
(C) Match each true statement with its corresponding false statement in a parallel column
(D) State true or false, and if false, correct the target word

117. All of the following are good practices when writing True/False items EXCEPT:
(A) Avoiding double negatives
(B) Including multiple complex ideas in one statement
(C) Ensuring statements are unequivocally true or false
(D) Balancing the number of true and false statements

118. True/False questions are most appropriate for measuring:
(A) Advanced organizational skills and coherent argumentative writing ability
(B) Original creative writing talent and literary style expression
(C) Factual recall and basic recognition of simple principles

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to entirely subjective, extended essay-based evaluation

100. All of the following are true regarding the interpretation of CRT scores EXCEPT:
(A) The test score directly indicates mastery or non-mastery of a specified skill.
(B) The score is systematically compared against an absolute performance standard.
(C) The score directly informs and directs specific targeted instructional remediation.
(D) The score depends on how other students perform.

101. An objective-type test item is fundamentally defined by:
(A) The exclusive use of multiple-choice and matching item formats across the entire test paper
(B) Scoring free from examiner judgment or bias
(C) The mandatory requirement for students to compose extended written responses for each prompt
(D) The presence of a strict, standardized time limit enforced during classroom administration

102. Consider the following statements regarding objective-type tests:
I. They allow for extensive sampling of the syllabus content.
II. They are highly reliable in scoring.
III. They are excellent for measuring a student's ability to organize and synthesize ideas.
IV. They are generally more time-consuming to construct than essay tests.
Which of the above statements are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

103. Which of the following is NOT a type of objective test item?
(A) Multiple-choice single-select items
(B) Alternate-response True/False items
(C) Column-matching format items
(D) Extended response essay items

104. The high reliability of objective tests is primarily due to:
(A) Elimination of scorer variability
(B) High difficulty level of the test items
(C) High probability of students guessing correct answers
(D) Lack of clear and standardized test instructions

105. Identify the incorrect statement concerning objective tests:
(A) They ensure exceptionally high objectivity and consistency in test scoring procedures.
(B) They effectively assess handwriting quality and expressive writing skills.
(C) They remain inherently susceptible to student guessing and process of elimination strategies.
(D) They can be scored very rapidly and efficiently, often utilizing automated optical scanners.

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106. Identify the correct pair:
(A) Supply-type item – Multiple-choice single-select item format
(B) Supply-type item – Sentence completion short answer
(C) Selection-type item – Fill-in-the-blanks factual item
(D) Selection-type item – Extended response analytical essay

107. In a multiple-choice question, the problem or the question part is known as the:
(A) Stem
(B) Distractor
(C) Key
(D) Foil

108. Consider the following rules for constructing multiple-choice items:
I. The stem should present a clear, central problem.
II. All distractors should be plausible and logically related to the stem.
III. The position of the correct answer should follow a predictable pattern (e.g., mostly option C).
Which of the above rules is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

109. The incorrect options in a multiple-choice question are technically referred to as:
(A) Stems or central question prompts
(B) Keys or correct response options
(C) Prompts or context statements

(C) Prognostic aptitude test
(D) Survey achievement test

91. In the context of Foundational Literacy and Numeracy (FLN), assessing whether a Class III child can read a text at 35 words per minute correctly is an application of:
(A) Criterion-referenced assessment
(B) Standardized norm-referenced evaluation
(C) General cognitive intelligence testing
(D) Diagnostic placement assessment

92. A school implements a new competency-based curriculum. The Principal mandates that assessments must now focus on determining whether a student has achieved specific learning outcomes (e.g., "can solve two-digit addition with carry-over") rather than declaring who stood first in the class. The Principal is advocating for a shift towards:
(A) Norm-referenced academic evaluation
(B) Standardized scholastic aptitude evaluation
(C) Criterion-referenced evaluation
(D) Long-term prognostic evaluation

93. Logically, item difficulty in a criterion-referenced test is:
(A) Manipulated to be exactly 0.50 for all items to maximize statistical discrimination among students
(B) Always set at an extremely high level to maintain rigorous and challenging academic standards
(C) Considered completely irrelevant and omitted entirely during the test construction phase
(D) Determined by the task nature; if the task is easy, the item is easy

94. The primary distinction between Norm-Referenced Tests (NRT) and Criterion-Referenced Tests (CRT) is based on:
(A) The specific physical format and layout of the test items
(B) The primary medium of instruction used during test administration
(C) The method used to interpret the test scores
(D) The total allotted duration and time limit of the test paper

95. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A criterion-referenced test is more appropriate than a norm-referenced test for formative diagnostic purposes.
Reason (R): Criterion-referenced tests specify exactly which instructional objectives a student has mastered or failed to master.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

96. Identify the incorrect pair comparing NRT and CRT:
(A) NRT – Emphasizes relative standing / CRT – Emphasizes absolute achievement
(B) NRT – Broad domain of learning / CRT – Specific domain of learning
(C) NRT – Success means ranking high / CRT – Success means achieving a set standard
(D) NRT – All items must be very easy / CRT – All items must be very difficult

97. For selecting 50 students out of 10,000 applicants for a specialized scholarship program, the most appropriate testing approach is:
(A) Norm-referenced testing
(B) Criterion-referenced testing
(C) Diagnostic testing
(D) Formative criterion testing

98. If a teacher administers a spelling test and grades it by marking a student "Proficient" because they spelled 18 out of 20 words correctly, based on a pre-set benchmark of 90%, the teacher is using:
(A) Standardized norm-referenced score interpretation
(B) Individual student aptitude profiling
(C) Criterion-referenced interpretation
(D) Relative ipsative self-assessment

99. Which of the following best summarizes the recommended shift regarding assessment in modern educational frameworks?
(A) Shifting from rote summative NRTs to competency CRTs
(B) Shifting from continuous formative assessment to end-of-year summative norm-referenced testing
(C) Shifting from local teacher-made assessments to exclusively national standardized norm-referenced exams
(D) Shifting from objective multiple-choice tests

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(D) Deep analytical reasoning and complex critical thinking skills

119. A matching-type test item typically consists of two columns. The items in the first column for which matches are sought are called:
(A) Responses
(B) Distractors
(C) Keys
(D) Premises

120. To reduce the effect of guessing by elimination in a matching test, a test constructor should:
(A) Provide more responses than premises (imperfect match)
(B) Have an equal number of premises and responses
(C) Ensure the lists are very long (over 20 items)
(D) Mix dates, names, and concepts randomly in the response column

121. The most critical rule for constructing the columns in a matching item is that:
(A) The premises must be completely heterogeneous across different categories
(B) Content within an exercise must be homogeneous
(C) The response column must consist exclusively of lengthy, detailed explanatory sentences
(D) The premises should always be arranged strictly in alphabetical order rather than responses

122. During test review, a Principal notices a matching question where Column A has 5 historical events and Column B has 5 exact corresponding years. A student who knows 4 of them will automatically get the 5th right. To improve the technical quality of this item, the Principal should advise the teacher to:
(A) Add 2 or 3 extra plausible years to Column B
(B) Change it to an essay question
(C) Reduce the list to 3 items
(D) Make the items heterogeneous by adding capitals of countries to Column B

123. Identify the correct pair regarding matching items:
(A) Homogeneity – Keeping all list items within the same category
(B) Premise – The list of response options from which the final selection is made
(C) Perfect match – Providing significantly more response options than premise items
(D) Response – The primary question or problem statement listed on the left side

124. Identify the incorrect statement regarding matching-type questions:
(A) They are space-saving and objective.
(B) They are well-suited for "who, what, when, and where" associations.
(C) They are highly effective for measuring complex problem-solving and synthesis.
(D) The list of responses should ideally be ordered logically (e.g., chronologically or alphabetically) to save reading time.

125. "Fill in the blanks" items are classified as:
(A) Standard selection-type objective test items
(B) Extended response qualitative assessment items
(C) Direct physical performance assessment items
(D) Supply-type objective items

126. When constructing a completion (fill-in-the-blanks) item, the blank space should ideally be placed:
(A) At the very beginning of the sentence
(B) In the middle of the sentence
(C) Near the end of the sentence
(D) Randomly throughout the sentence

127. Which of the following should be avoided when constructing fill-in-the-blank questions?
(A) Ensuring that strictly only one unambiguous correct response is possible for the item
(B) Leaving too many blanks in a sentence
(C) Standardizing all blank spaces on the test paper so that they appear equal in physical length
(D) Requiring a specific, highly significant academic keyword rather than a minor detail

128. Consider the following guidelines for fill-in-the-blank items:
I. The omitted word should be a key concept, not a trivial detail.
II. Grammatical clues like 'a' or 'an' before the blank should be avoided.
III. It is best to lift sentences exactly from learning materials to maintain accuracy.
Which of the above guidelines are correct?
(A) I and II only
(B) II and III only
(C) I and III only

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(D) I, II, and III

129. Logically, the scoring of completion items is slightly less objective than multiple-choice items because:
(A) Students may supply valid synonyms not listed in the key
(B) Evaluators systematically exhibit personal bias and favoritism toward specific students
(C) The required student answers are far too lengthy and complex for rapid visual evaluation
(D) Completion items strictly mandate the use of expensive automated machine scoring systems

130. A teacher drafts the item: "The _____ was signed in _____." This item is flawed primarily because it:
(A) It improperly evaluates higher-order critical thinking skills rather than simple factual recall
(B) It presents an item structure where strictly only one correct factual answer can be supplied
(C) It is over-mutilated and lacks sufficient context
(D) It incorrectly places the answer blanks toward the end of the sentence structure

131. An essay-type test is best defined as an assessment where:
(A) The student writes a structured written response to a prompt
(B) The student selects a correct option from among several provided alternative distractors
(C) The scoring process is entirely objective, quantitative, and free from evaluator bias
(D) The student performs a physical or motor demonstration under direct observation

132. A school wants to evaluate the students' ability to synthesize information from various historical sources, present a logical argument, and draw an original conclusion regarding the causes of the Revolt of 1857. The most valid assessment tool for this specific objective is:
(A) A 50-item multiple-choice test
(B) A matching test
(C) A true/false test
(D) An extended response essay test

133. The most defining characteristic of an essay test that distinguishes it from objective tests is the student's freedom to:
(A) Guess correct responses without possessing underlying knowledge
(B) Construct, organize, and express their own ideas
(C) Complete the entire test paper rapidly and efficiently
(D) Achieve a perfect numerical score of 100 percent easily

134. A major disadvantage of the essay-type test is the "halo effect". In educational evaluation, this refers to:
(A) The tendency of students to dishonestly copy responses from neighboring peers during exams
(B) The physical intensity and quality of environmental lighting present inside the examination hall
(C) The influence of past performance or handwriting on the examiner's evaluation
(D) The high statistical reliability coefficient and internal consistency demonstrated by the test

135. Which of the following statements regarding essay tests is correct?
(A) They have very high content validity because they cover the entire curriculum.
(B) They possess lower scorer reliability compared to objective tests.
(C) They are completely unaffected by the language proficiency of the student.
(D) They are the best tool for measuring rote memorization of dates.

136. All of the following are methods to improve the reliability of scoring essay tests EXCEPT:
(A) Knowing the identity of the student whose paper is being graded
(B) Preparing a detailed scoring rubric or model answer beforehand
(C) Scoring one question for all students before moving to the next question
(D) Using blind grading (concealing student names)

137. The primary difference between a restricted response essay and an extended response essay lies in:
(A) The physical writing medium utilized by examinees during administration (paper-

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and-pencil vs digital)
(B) The degree of student freedom regarding response length and scope
(C) The inherent degree of evaluator subjectivity involved during the final scoring and grading phase
(D) The academic subject domain under evaluation (Natural Sciences versus Social Sciences/Humanities)

138. "State three differences between mitosis and meiosis." This prompt is an example of a/an:
(A) Extended response qualitative essay item format
(B) Restricted response essay item
(C) Supply-type completion objective item format
(D) Direct physical skill performance task assessment

139. Extended response essay items are particularly suited for assessing which levels of Bloom's Taxonomy?
(A) Creating (Synthesis) and Evaluation
(B) Foundational Knowledge and Basic Comprehension
(C) Practical Application and Analytical Reasoning
(D) Direct Information Recall and Recognition

140. Identify the incorrect pair:
(A) Restricted Response – Limits content and form of the answer
(B) Extended Response – Allows for creativity and comprehensive argument
(C) Restricted Response – Highly subjective, unstructured grading
(D) Extended Response – Assesses higher-order cognitive skills

141. Logically, restricting the response in an essay question (e.g., "Answer in 50 words focusing on economic causes") improves the test by:
(A) Significantly lowering the overall cognitive difficulty level of the essay item for all students
(B) Completely eliminating the administrative necessity of developing a detailed analytical scoring rubric
(C) Mechanically converting the written extended essay question into a standard multiple-choice item
(D) Increasing scorer reliability and focusing on the learning objective

142. Consider the following statements about extended response essays:
I. They provide insight into the student's reasoning processes.
II. They have very limited content sampling due to the time required to answer them.
III. They are generally easier and faster to score than objective tests.
IV. They evaluate the ability to integrate ideas.
Which of the above are correct?
(A) I, II, and IV only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I and IV only

143. Which of the following prompts is the best example of an extended response essay?
(A) "List the fundamental rights guaranteed to citizens by the Constitution of India."
(B) "Evaluate the Right to Education Act's impact on primary education quality."
(C) "Define the process of photosynthesis in plants and write its balanced chemical equation."
(D) "Name the current Minister of Education in the Cabinet of the Government of India."

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144. In comparing objective tests and essay tests, which factor is generally higher in an objective test?
(A) Measurement of higher-order cognitive synthesis and critical evaluation skills
(B) Opportunities for demonstrating student creativity, originality, and self-expression
(C) The degree of evaluator subjectivity and personal bias present during paper scoring
(D) Content validity due to broader curriculum coverage

145. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): It is generally recommended to use objective-type tests rather than essay-type tests for large-scale standardized examinations.
Reason (R): Objective tests ensure rapid, cost-effective, and highly reliable scoring across large populations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

146. Identify the correct pair contrasting objective and essay tests:
(A) Objective Test – Easy to construct, difficult to score objectively
(B) Essay Test – Extremely difficult to construct, exceptionally easy to score
(C) Objective Test – Difficult to construct, easy to score
(D) Essay Test – High content sampling, low statistical scorer reliability

147. Logically, an educator should choose an essay test over an objective test when the primary goal is to:
(A) Measure ability to organize and express complex thoughts
(B) Assess factual content knowledge rapidly and objectively across a large cohort of examinees
(C) Cover 100% of the prescribed syllabus content items within a brief one-hour examination period
(D) Prevent students from guessing correct responses through process of elimination techniques

148. Consider the following attributes:
I. High scorer reliability
II. High content coverage
III. Encourages development of writing skills
IV. Susceptible to guessing
Which combination of attributes correctly describes an objective test?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

149. Identify the incorrect statement comparing essay and objective tests:
(A) Essay tests are more prone to bluffing by students than objective tests.
(B) Objective tests measure recognition and recall better than essay tests.
(C) Essay tests provide a better measure of a student's attitude and values.
(D) Objective tests are less time-consuming for students to answer per item.

150. A Principal is guiding a new teacher on blueprint creation. The teacher wants to assess the entire term's vast curriculum for factual recall but only has 45 minutes for the test. The Principal should recommend:
(A) Administering 4 extended response qualitative essay questions
(B) Assigning 10 restricted response analytical essay questions
(C) Using 40 multiple-choice and matching items
(D) Conducting a comprehensive one-on-one oral examination

151. A 'Speed Test' differs from a 'Power Test' primarily based on:
(A) The physical muscular strength required to complete the testing tasks
(B) The structural format of questions used (objective versus extended essay)
(C) The reliance on verbal language instructions versus non-verbal visual cues
(D) Time limits and item difficulty levels

152. A school conducts a clerical aptitude assessment where students are given 100 simple addition problems and asked to solve as many as possible accurately within 5 minutes. No student is expected to finish all items. This assessment is a classic example of a:
(A) Speed test
(B) Power test
(C) Diagnostic achievement test
(D) Performance test

153. In a pure Power Test:
(A) Test items feature uniform, low difficulty levels while administration time is heavily restricted
(B) Items increase in difficulty with ample time allowed
(C) The primary objective of the test instrument is to measure physical endurance and stamina
(D) Allotted time limits are made so excessively short that only 10% of examinees can finish

154. Which of the following is NOT a characteristic of a Power Test?
(A) Time is the primary factor limiting the student's score.
(B) It assesses the depth of a student's knowledge or reasoning ability.
(C) The items range from easy to very difficult.
(D) Almost all students have enough time to try every question.

155. If a mathematics olympiad features 15 highly complex problems and gives students 3 hours to solve them, it is primarily functioning as a:

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(A) Power test
(B) Speed test
(C) Placement test
(D) Normative speed test

156. In practice, most educational achievement tests administered in schools are:
(A) Pure speed tests focused exclusively on rapid mechanical response times
(B) Pure power tests featuring unlimited time and escalating item difficulty
(C) Blends of power testing with reasonable time limits
(D) Long-term prognostic tests designed for specialized career placement

157. The primary distinction between an individual test and a group test is based on:
(A) Whether the assessment tool fundamentally measures academic achievement or innate aptitude
(B) The precise scoring methodology and statistical techniques utilized during score reporting
(C) The developmental age range and educational background of the targeted test takers
(D) The number of examinees tested at once by an examiner

158. Which of the following is a major advantage of an individual test over a group test?
(A) It is significantly more cost-effective, time-saving, and administratively efficient for schools
(B) It can be administered simultaneously to groups of 50 or more students in a single classroom
(C) Evaluators can establish rapport and observe behavior directly
(D) It requires no specialized professional training or clinical expertise to administer properly

159. Identify the correct pair regarding test administration:
(A) Group Test – Rorschach Inkblot Test
(B) Individual Test – Stanford-Binet Intelligence Scale
(C) Individual Test – Army Alpha Test
(D) Group Test – Wechsler Adult Intelligence Scale (WAIS)

160. All of the following are advantages of group tests EXCEPT:
(A) Exceptional economy of administration time, financial cost, and physical testing resources
(B) High uniformity of testing conditions and standardized administrative procedures across sites
(C) Simplified, highly standardized, and completely objective automated scoring procedures
(D) Deep clinical insight into emotional states

161. A school psychologist needs to assess a child suspected of having a severe learning disability to determine specialized placement. The most appropriate format to use is:
(A) An individual intelligence and diagnostic battery
(B) A standardized, group-administered objective achievement test
(C) A large-scale mass survey achievement test instrument
(D) An informal peer-assessment rating scale

162. A Principal needs to screen 500 new applicants for Class VI admissions to assess general academic proficiency in basic math and language. Time and resources are limited. The most appropriate testing strategy is:
(A) An individual oral test
(B) An individual performance task
(C) A group test
(D) A projective individual test

163. Verbal tests are assessments where:
(A) Words and language form the primary test medium
(B) The examiner speaks all questions out loud while students write out complete responses
(C) The test booklet contains exclusively pictorial diagrams, spatial patterns, and figures
(D) The assessment requires physically manipulating apparatus or assembling mechanical components

164. Non-verbal tests (often called non-language tests) use:
(A) Highly complex academic vocabulary and long-form analytical essay prompts
(B) Spoken oral responses from examinees rather than standard written answers
(C) Prompts translated exclusively into unfamiliar foreign language dialects
(D) Figures, symbols, and spatial patterns instead of words

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165. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Non-verbal intelligence tests are often referred to as 'culture-fair' tests.
Reason (R): Non-verbal tests reduce the bias caused by differences in language proficiency, cultural exposure, and formal schooling.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

166. Identify the incorrect pair regarding verbal and non-verbal tests:
(A) Verbal Test – Heavily dependent on reading comprehension
(B) Non-verbal Test – Raven's Progressive Matrices
(C) Verbal Test – Suitable for illiterate or non-native speaking populations
(D) Non-verbal Test – Instructions may be given through pantomime or simple translation

167. For assessing the cognitive capacity of an 8-year-old immigrant child who does not speak the local language of instruction, the school psychologist should utilize a:
(A) Verbal group test
(B) Diagnostic reading test in the local language
(C) Standardized essay test
(D) Non-verbal intelligence test

168. Consider the following statements about non-verbal tests:
I. They are useful for testing individuals with hearing impairments.
II. They completely eliminate all forms of cultural bias.
III. They usually measure spatial reasoning, pattern recognition, and abstract logic.
Which of the above statements is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

169. A performance test primarily requires the test-taker to:
(A) Select the single correct word or term from a standardized multiple-choice response list
(B) Manipulate physical materials or perform motor tasks
(C) Write a detailed, highly structured explanatory essay describing a technical practical procedure
(D) Answer complex oral questions posed by the examiner rapidly and accurately under timed conditions

170. Which of the following is a classic example of a performance test in a psychological context?
(A) Kohs Block Design Test
(B) Wide Range Achievement Test
(C) Thematic Apperception Test
(D) Minnesota Multiphasic Personality Inventory

171. Identify the correct pair regarding performance assessment in schools:
(A) Typing speed test – Performance test
(B) Chemistry practical exam – Written verbal test
(C) History essay – Non-verbal test
(D) Multiple-choice quiz – Motor skills test

172. Under vocational education initiatives, Class IX students are being trained in basic electronics. To evaluate their learning, the teacher asks them to physically assemble a basic circuit board that powers an LED light. This method of evaluation is classified as a:
(A) Prognostic test
(B) Survey test
(C) Performance test
(D) Standardized verbal test

173. Logically, assessing physical education or fine arts (e.g., painting) heavily relies on:
(A) Standard objective paper-and-pencil diagnostic test batteries
(B) Alternate-response True/False classroom assessment items
(C) Specialized diagnostic mathematics and logical reasoning tests
(D) Performance tasks and practical portfolio evaluation

174. The primary limitation of using performance tests on a large scale is that they:
(A) They lack construct and content validity for evaluating practical, real-world skill execution
(B) They are designed to measure theoretical abstract knowledge rather than applied performance
(C) They are time-consuming, costly, and harder

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to score objectively
(D) They cannot be administered safely or effectively to young children under ten years of age

175. Which type of test is considered most authentic for assessing how well a student can apply knowledge to real-world tasks?
(A) True/False test
(B) Performance test
(C) Speed test
(D) Group verbal test

176. An oral test differs from a written test in that:
(A) It requires the student to produce long-form written responses based directly on teacher dictation
(B) It is administered simultaneously to large groups of examinees in a standardized hall setting
(C) It exclusively measures physical motor performance and sensory-motor coordination skills
(D) Questions and student responses are spoken orally

177. A major advantage of an oral test is that it allows the examiner to:
(A) Probe deeper with immediate follow-up questions
(B) Simultaneously evaluate and score large cohorts of up to 100 students in a single session
(C) Completely eliminate all potential forms of evaluator subjectivity and personal scoring bias
(D) Produce an official, anonymous written record suitable for external psychometric auditing

178. Oral tests are particularly indispensable for assessing which of the following subjects/skills?
(A) Advanced mathematical calculus and abstract algebraic problem solving
(B) Formal written grammar, punctuation rules, and essay composition skills
(C) Language fluency, pronunciation, and conversational skills
(D) Historical chronology recall and memorization of specific event dates

179. Identify the incorrect statement regarding oral tests:
(A) They save time when evaluating large classes
(B) They can induce significant feelings of anxiety and stress in vulnerable or shy examinees
(C) They lack a permanent record unless audio or video recordings are officially captured
(D) Evaluator scoring can be influenced by subjective personal bias and halo effects

180. Which of the following is NOT a typical use of an oral test (viva voce) in school education?
(A) Supplementing a written or practical examination
(B) Defending a project work or dissertation
(C) Testing reading fluency in early foundational years
(D) Standardizing national norms for physical fitness

181. A Principal observes that a language teacher bases the entire term grade on an oral examination. The Principal advises against this practice primarily because oral examinations:
(A) Oral examinations are strictly illegal under national education rights legislation
(B) They lower reliability and lack standardized objective evidence
(C) Conducting oral evaluations in modern foreign language classrooms is methodologically impossible
(D) Oral assessments focus far too heavily on evaluating higher-order cognitive analysis skills

182. Consider the following statements about prognostic tests:
I. They are designed to forecast a student's future success in a specific subject or course of study.
II. They are heavily used in medical examinations of students.
III. They are retrospective, focusing only on grading past learning.
IV. They share characteristics with both aptitude and achievement tests.
Which of the above statements are correct?
(A) I and II only
(B) I and IV only
(C) II, III, and IV only
(D) I, III, and IV only

183. The primary function of a prognostic test is:
(A) Diagnosis of specific current learning errors
(B) Measurement of general intelligence
(C) Certification of completion of a degree

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(D) Prediction of future performance

184. The key difference between a diagnostic test and a prognostic test is that:
(A) Diagnostic finds failure causes; Prognostic predicts success
(B) Diagnostic tests are designed for groups; Prognostic tests are designed strictly for individuals
(C) Diagnostic assessments rely on verbal prompts; Prognostic assessments use non-verbal tasks
(D) Diagnostic tests predict future learning potential; Prognostic tests rank past academic achievement

185. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A reading readiness test administered in Kindergarten is a form of prognostic test.
Reason (R): It aims to predict whether a child possesses the requisite foundational skills to successfully learn to read in Class I.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

186. Logically, the most important type of validity for a prognostic test is:
(A) Theoretical concurrent validity
(B) Predictive validity
(C) Direct face validity
(D) Underlying construct validity

187. A school uses a specialized math test at the end of Class VIII to determine which students are likely to succeed in the Advanced Mathematics stream in Class IX. This test is functioning as a:
(A) Prognostic test
(B) Diagnostic test
(C) Speed test
(D) Performance test

188. Consider the following statements regarding placement tests:
I. They are administered before a course of instruction begins.
II. Their purpose is to determine the student's entry-level skills and appropriate starting point.
III. They are used to assign final grades at the end of the year.
Which of the statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

189. A placement test is primarily used in educational settings to:
(A) Diagnose the root cause of a specific reading disability or learning deficit in young children
(B) Group students by mastery level for appropriate instruction
(C) Certify students officially for completion of secondary school graduation requirements
(D) Measure the mechanical speed and physical endurance of handwriting under timed conditions

190. When a new student is admitted to a school mid-session without previous academic records, the school administers a test in basic subjects to decide whether to admit the child in Class VI or VII. This assessment is a:
(A) Formative test
(B) Summative test
(C) Placement test
(D) Prognostic test

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191. Which of the following is an expected outcome of a well-administered placement test?
(A) Identification of the student's overall cognitive intelligence quotient (IQ) score
(B) Assigning students to instructional groups matching skill levels
(C) Determination of the final summative grade and rank for the academic semester
(D) Measurement of physical endurance and motor coordination development

192. A coaching institute for foreign languages administers a test to all applicants before classes begin. Based on the scores, applicants are directed to enroll in either Beginner, Intermediate, or Advanced French classes. This test is serving the function of a:
(A) Summative test
(B) Diagnostic test
(C) Intelligence test
(D) Placement test

193. The difference between a placement test and a formative test is that:
(A) Placement tests occur before instruction, formative tests during instruction.
(B) Placement tests evaluate school performance, while formative tests evaluate student progress.
(C) Placement tests are standardized tools, while formative tests are exclusively informal oral quizzes.
(D) Placement tests assign official final grades, while formative tests carry no academic weight.

194. Which of the following represents the correct sequence of steps in the construction of a good teacher-made test?
(A) Writing test items → Preparing test blueprint → Administering test → Scoring responses
(B) Planning (Blueprint) → Drafting items → Reviewing → Administration
(C) Reviewing draft items → Writing test items → Preparing blueprint → Administration
(D) Administration of test → Scoring responses → Blueprint preparation → Drafting items

195. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Preparing a Table of Specifications (Blueprint) is a mandatory first step in constructing a valid achievement test.
Reason (R): The blueprint ensures that the test questions proportionally represent the instructional objectives and the content covered, thereby ensuring content validity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

196. In the planning stage of test construction, a 'Table of Specifications' acts as a two-way grid that primarily relates:
(A) Student roster names with their expected academic score outcomes
(B) Content areas with instructional objectives
(C) Psychometric item difficulty indices with item discrimination coefficients
(D) Allotted test duration time with overall administrative financial costs

197. While reviewing newly written test items, a teacher realizes that several items can be answered correctly just by looking at grammatical clues in the stem. The appropriate action in the reviewing stage is to:
(A) Retain the items as written to help boost student confidence and overall test morale
(B) Revise items to remove extraneous clues and test actual knowledge
(C) Convert all flawed multiple-choice items directly into extended essay questions
(D) Reduce the overall allotted time limit of the examination paper to compensate

198. Consider the following activities involved in the reviewing stage of test construction:
I. Checking the accuracy of the answer key.
II. Ensuring reading level is appropriate for the students.
III. Verifying that there is no overlap between items where one gives the answer to another.
Which of the above are standard reviewing practices?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

199. Before finalizing a test, providing clear instructions is critical. Good test instructions should specify all of the following EXCEPT:
(A) The time allowed for the test
(B) The marking scheme (e.g., negative marking if any)
(C) The exact answers to the first five questions
(D) How and where to record the answers (e.g., circle the option, use OMR sheet)

200. A Head of Department (HoD) reviews a draft mid-term mathematics paper submitted by a junior teacher. The HoD notes that 80% of the questions assess 'Knowledge/Recall' of formulas, while only 20% assess 'Application'. The assessment plan mandated equal weightage to both. The HoD will most likely advise the teacher to revise the paper because it violates the:
(A) Written instructions detailed in the official testing manual
(B) Approved Table of Specifications (Blueprint)
(C) Psychometric principles governing individual item difficulty
(D) Standardized norms established for academic speed testing

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ANSWERS

1. (A) To provide a systematic procedure for measuring a sample of behavior to assess student learning and instructional effectiveness
Educational testing serves as a structured, systematic evaluation mechanism designed to gather empirical data regarding student performance and understanding. By measuring representative samples of student behavior against established learning standards, educators obtain objective feedback. This evidence enables teachers to evaluate instructional effectiveness, adjust teaching methodologies, and ultimately enhance overall student achievement within school environments.

2. (C) Measurement
Measurement in educational contexts refers to the quantitative process of assigning numerical values or scores to specific attributes, skills, or traits according to defined rules. Testing provides the operational mechanism through which measurement occurs. Quantifying student attributes allows educators to establish precise, objective indicators of knowledge, skills, and cognitive traits across academic settings.

3. (A) Punishing students for lack of discipline in the classroom
Educational tests are constructive instruments designed to measure learning, diagnose conceptual difficulties, predict performance, and evaluate instructional strategies. Administering tests as punitive measures for behavioral management violates sound pedagogical principles. Using testing for classroom discipline creates negative attitudes toward evaluation, increases student test anxiety, and undermines the valid assessment of academic achievement.

4. (D) Gathering objective data regarding the extent of behavioral changes in learners
Educational evaluation focuses on determining the degree to which desired behavioral changes and educational objectives are achieved. A test functions as a standardized tool that collects empirical, objective data regarding student progress. This quantitative information allows educators to evaluate learning outcomes, assess intellectual growth, and make informed pedagogical decisions regarding future instruction.

5. (A) Both A and R are true and R is the correct explanation of A
Educational testing provides objective, quantifiable evidence necessary for school administrators to monitor academic progress and evaluate instructional success. By delivering accurate performance metrics, tests highlight specific learning gaps and curriculum deficiencies across classrooms. This data-driven insight empowers principals to conduct targeted supervision, implement necessary academic interventions, and ensure consistent educational quality.

6. (C) A test is a specific measurement instrument or tool, whereas assessment is the broader process of gathering information about student learning
A test is a specific, formal measurement tool consisting of set tasks or questions to quantify learning at a particular time. Assessment represents an overarching, ongoing process that gathers information from multiple sources, including tests, observations, and projects. While a test yields structured quantitative data, assessment synthesizes comprehensive qualitative and quantitative information.

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7. (D) The extent of knowledge or skills acquired by a student in a specific subject after instruction
Achievement tests measure the specific knowledge, competencies, and understanding that individuals acquire following formal instruction or learning experiences. Designed to reflect prescribed curriculum objectives, these tests evaluate how effectively students have mastered taught content. They focus on retrospective performance in defined subject areas rather than innate intelligence or potential future capacity.

8. (A) I and II only
Achievement tests evaluate student learning after instruction, serving both comparative and evaluative purposes. They establish relative academic standing among students within a classroom setting and measure overall curriculum

effectiveness. However, because achievement tests focus strictly on acquired knowledge from specific instructional programs, they cannot measure innate talents or uninstructed natural aptitudes.

9. (B) Achievement Test – Measures the degree of success in past learning activities
Achievement tests evaluate prior learning by assessing the knowledge and skills a student has acquired through past instruction. In contrast, prognostic and aptitude tests predict future performance in specified domains, while diagnostic tests identify specific underlying learning difficulties. Matching achievement tests with past learning reflects the fundamental retrospective nature of academic achievement measurement.

10. (B) Ambiguous items that test the guessing ability of the students
High-quality achievement tests require clarity, high validity, high reliability, and clear scoring rubrics to produce accurate evaluations of student learning. Ambiguous test items introduce extraneous error variance by testing guessing ability rather than actual knowledge. Valid testing instruments eliminate ambiguity to ensure that student performance reflects authentic mastery of the curriculum.

11. (A) Summative achievement test
Summative achievement tests evaluate student learning at the conclusion of an instructional period to measure overall mastery of prescribed outcomes. These formal assessments provide quantitative scores used for administrative decisions, such as grade promotion or certification. Because the test evaluates comprehensive term content to decide advancement, it fulfills the primary purpose of summative achievement testing.

12. (C) Evaluating and modifying instructional effectiveness
Achievement test results offer valuable empirical data for evaluating the success of teaching methodologies and curriculum delivery. When performance falls below expectations, school leaders utilize test outcome trends to identify instructional gaps and modify teaching strategies. This diagnostic application of achievement data improves instructional quality and enhances learning outcomes in subsequent academic terms.

13. (D) Assessing broad coverage of a subject field versus pinpointing specific learning errors
Survey achievement tests assess general achievement across broad subject areas using relatively few items per objective, prioritizing overall coverage. Diagnostic achievement tests focus deeply on narrow, specific sub-skills, using numerous targeted items to isolate exact operational errors and conceptual misconceptions. The primary distinction centers on broad academic profiling versus precise error identification.

14. (C) Survey Achievement Test
Survey achievement tests measure general proficiency across broad subject domains, yielding a composite score that reflects overall subject competence. Rather than analyzing specific operational errors or isolated sub-skills, these tests sample content widely across a curriculum. Consequently, they offer a efficient overview of broad academic attainment suitable for general progress monitoring and reporting.

15. (D) A is false but R is true
Survey achievement tests emphasize broad content coverage across a curriculum with few items per topic, making them unsuitable for pinpointing specific procedural errors. Diagnostic tests are required for detailed error analysis because they contain multiple items targeting narrow concepts. Therefore, while survey tests prioritize breadth over depth, they cannot isolate specific procedural errors.

16. (D) Survey Test – Gives a general estimate of student attainment across a broad academic field
Survey achievement tests measure broad academic attainment across extensive curriculum domains, providing an overall estimate of student knowledge. Unlike diagnostic tests that analyze isolated learning errors, survey tests sample a wide array of topics. This structure makes survey tests ideal for obtaining general performance measures across classes, schools, or broad academic programs.

17. (A) Survey test
A survey test evaluates broad proficiency levels across a standardized curriculum, allowing performance comparisons relative to an established norm group. These instruments sample general domain knowledge rather than diagnosing specific learning errors or measuring

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innate aptitudes. Broad language proficiency evaluation across a large student population exemplifies the classic application of a survey achievement test.

18. (C) Providing a comprehensive end-of-year letter grade for final certification and promotion
Diagnostic achievement tests are designed to identify specific learning weaknesses, cognitive errors, and conceptual gaps to guide targeted remedial instruction. They do not assign end-of-year letter grades or facilitate administrative certification. Summative achievement tests serve the purpose of final grading and promotion, whereas diagnostic tests function formatively to inform instructional support.

19. (A) Survey achievement test
Survey achievement tests assess general understanding across broad content areas without requiring detailed analysis of specific student misconceptions. When an educator seeks an overview of class progress across thematic historical units, a survey test provides efficient measurement. It samples major concepts effectively, allowing teachers to verify broad comprehension before proceeding to new instructional units.

20. (D) Predict an individual's potential for acquiring a specific skill given appropriate future training
Aptitude tests measure an individual's potential to acquire specialized knowledge or skills when provided with appropriate future training and environment. Unlike achievement tests that measure past learning outcomes, aptitude tests are prospective and forward-looking. They assess broad cognitive and specialized capabilities to forecast success in academic streams, vocational fields, or specific skill domains.

21. (B) Differential Aptitude Test (DAT) battery
The Differential Aptitude Test battery is a widely recognized standardized instrument used in educational and vocational counseling. It assesses multiple specific aptitudes, including verbal reasoning, numerical ability, abstract reasoning, and spatial relations. This specialized profile helps counselors evaluate a student's potential for learning across various academic disciplines and occupational pathways.

22. (B) I, III, and IV only
Aptitude tests measure cumulative learning and innate cognitive capacities to predict future performance, relying primarily on predictive validity. They serve as valuable tools in educational and vocational guidance. Because they reflect long-term cognitive development rather than immediate classroom instruction, aptitude tests do not depend on recent specific course content or specialized teaching units.

23. (D) Differential aptitude test
Differential aptitude tests evaluate specific cognitive strengths, such as numerical, verbal, mechanical, and spatial abilities, predicting future academic success in specialized subjects. When guiding students between science and humanities streams, counselors need prospective data regarding specialized potential. The resulting aptitude profile offers objective evidence to assist students in selecting appropriate academic specializations.

24. (A) Possesses high potential to succeed in mechanical training programs
Mechanical aptitude tests measure spatial reasoning, perceptual speed, and fundamental understanding of physical principles to predict future learning success in technical fields. A high score signifies strong inherent capacity to master mechanical skills given future instruction. It does not imply prior complete mastery of complex engineering concepts or simple preference for hands-on tasks.

25. (B) They are unaffected by an individual's past general experiences.
Aptitude tests evaluate potential for future performance based on cumulative cognitive development and general environmental interactions. An individual's past experiences, informal learning, and informal educational background continuously shape their cognitive abilities. Therefore, aptitude test performance is influenced by lifetime background and experiences, rather than operating completely independent of environmental factors.

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26. (B) The primary purpose of score utilization (assessing past learning versus predicting future performance)
The fundamental distinction between achievement and aptitude tests lies in score interpretation and intent. Achievement tests

operate retrospectively, measuring knowledge and skills acquired through past instruction. Aptitude tests operate prospectively, evaluating potential for acquiring future competencies. While item formats may overlap, the core difference remains whether the evaluation assesses past mastery or future potential.

27. (A) Achievement Test – Assesses innate traits / Aptitude Test – Assesses learned content
Achievement tests measure specific content learned from formal instruction, whereas aptitude tests evaluate broader cognitive capabilities to predict future performance. Mismatches that associate achievement tests with innate traits and aptitude tests with learned content reverse their basic definitions. Achievement evaluation focuses on past learning, while aptitude assessment measures capacity for future skill acquisition.

28. (A) I and II only
Achievement and aptitude tests both assess current performance derived from prior experience, but they differ in scope and focus. Achievement tests reflect specific taught curriculum, whereas aptitude tests draw from broader cumulative development. High achievement in a subject often predicts future success, demonstrating that achievement tests can effectively contribute to forward-looking educational predictions.

29. (D) Past achievement in a domain is often one of the strongest predictors of future aptitude in that same subject area
Achievement and aptitude tests share operational overlap because current performance reflects accumulated learning and cognitive development. Mastery of subject content demonstrates underlying ability and readiness for advanced learning in that field. Consequently, past academic achievement serves as a reliable empirical predictor of future learning capacity and aptitude in identical or related domains.

30. (C) Functions like an achievement test, penalizing students who lack specific prior instruction in physics formulas
Aptitude tests should measure potential rather than specific knowledge acquired from advanced coursework. Requiring specialized physics formulas transforms an aptitude measure into an achievement test. This construct contamination unfairly penalizes students who have not taken advanced physics classes, failing to assess their underlying mechanical and practical technical potential independently of formal instruction.

31. (B) Skills for future learning depend heavily on prior mastered content knowledge
A strong correlation between aptitude and achievement test scores in the same domain indicates that future learning capacity relies heavily on existing knowledge structures. Mastered subject matter provides the cognitive foundation required to acquire advanced skills. Thus, high alignment between these measures reflects the natural dependence of future learning potential on prior academic achievement.

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32. (D) Can reflect socio-economic environment and cultural background as much as innate cognitive capacity
Intelligence test performance is influenced by environmental stimulation, language exposure, socio-economic status, and formal schooling opportunities. Scores reflect a combination of innate cognitive potential and rich experiential background. When evaluating diverse student populations, educators must interpret IQ scores cautiously to prevent misidentifying environmental privilege or deprivation as differences in fundamental cognitive capacity.

33. (A) Alfred Binet
Alfred Binet introduced the concept of Mental Age in the early twentieth century while developing the first practical intelligence scale with Theodore Simon. Mental age represents an individual's level of mental development relative to the average performance of children at specific chronological ages, establishing the foundation for modern intellectual assessment and standard intelligence quotient metrics.

34. (C) General cognitive capacity, abstract reasoning, and comprehensive problem-solving ability
Intelligence tests measure general cognitive functioning, abstract reasoning, logical thinking, and complex problem-solving abilities. Rather than evaluating specific curriculum content or specialized technical skills, these standardized instruments assess global mental capacity. This global measurement provides insight into an individual's overall ability to understand

complex ideas, adapt to environments, and learn from experience.

35. (A) Both A and R are true and R is the correct explanation of A
Intelligence tests and aptitude tests overlap significantly because both evaluate foundational cognitive capacities rather than specific classroom learning. Intelligence tests assess global intellectual functioning, while aptitude tests target specific cognitive domains. Since both aim to forecast learning capacity and problem-solving efficiency, they share substantial theoretical concepts and item formats across testing domains.

36. (D) Intelligence tests assess general cognitive abilities, while aptitude tests target specific domains like spatial skills.
Intelligence tests measure overall cognitive functioning, providing a broad evaluation of intellectual capacity across diverse mental tasks. In contrast, aptitude tests measure specific, domain-defined abilities such as spatial visualization, numerical reasoning, or mechanical comprehension. This distinction separates global cognitive assessment from the measurement of potential in specialized skills or vocational fields.

37. (B) Evaluate general intellectual functioning and detailed cognitive profile
The Wechsler Intelligence Scale for Children is an individually administered standardized instrument designed to evaluate general intellectual ability and specific cognitive domains. Administering this tool generates a comprehensive cognitive profile, highlighting verbal comprehension, visual-spatial reasoning, fluid reasoning, working memory, and processing speed to inform educational planning and clinical understanding.

38. (C) Identify specific underlying causes of a student's learning difficulties
Diagnostic tests pinpoint specific learning deficiencies, conceptual errors, and skill gaps in students experiencing academic difficulties. By analyzing response patterns on targeted tasks, educators identify the root causes of learning breakdowns. This detailed information allows teachers to design precise, individualized remedial instruction to address specific learning obstacles and restore academic progress.

39. (D) Multiple items targeting a specific sub-skill to precisely locate learning weaknesses
Diagnostic tests focus deeply on specific sub-skills by including multiple items for each operational step or learning concept. Unlike summative tests that evaluate broad curriculum mastery with few items per topic, diagnostic instruments isolate exact points of confusion. This granular approach ensures reliable identification of specific learning errors to guide remedial teaching.

40. (A) Diagnostic Test – Leads directly to targeted remedial teaching
Diagnostic tests identify specific cognitive gaps and procedural errors, providing necessary information to design targeted remedial instruction. In contrast, summative tests provide final evaluations, prognostic tests predict future performance, and placement tests determine initial entry levels. Pairing diagnostic testing with immediate remedial intervention accurately reflects its primary pedagogical role in educational assessment.

41. (B) Diagnostic test
When students consistently commit errors in specific operational tasks, such as calculating common denominators or manipulating fractions, a diagnostic test is required. Diagnostic instruments feature targeted items designed to isolate specific step-by-step procedural errors. Identifying exact points of conceptual failure provides the necessary data to plan effective remedial instruction.

42. (B) It must contain items representing detailed, sequential steps of the target learning task.
Constructing an effective diagnostic test requires systematic breakdown of target skills into detailed, sequential sub-skills. Test items must reflect these specific components to trace precise procedural failures and conceptual misunderstandings. Isolating individual steps within complex tasks enables educators to locate exact points of breakdown and design targeted, corrective learning interventions.

43. (A) They typically yield a single total score that is used for final grading.
Diagnostic tests analyze qualitative error patterns and specific sub-skill deficiencies rather than producing a single total score for grading. They evaluate both learning products and cognitive processes under untimed conditions.

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Providing a single summary score misinterprets the diagnostic function, which focuses on detailed breakdown of learning difficulties to guide targeted remediation.

44. (C) Planning and executing an individualized remedial instruction program
Administering a diagnostic test identifies specific academic weaknesses and underlying misconceptions. To complete the diagnostic process effectively, educators must immediately use this information to plan and execute targeted remedial instruction. Without customized intervention addressing identified gaps, diagnostic testing fails to fulfill its ultimate objective of improving student learning and understanding.

45. (D) Perform a detailed task analysis of the skill or concept to be measured
Constructing a valid diagnostic test begins with a thorough task analysis of the learning domain. Educators break down complex concepts into sequential sub-skills and specific operational steps. This structural breakdown allows test developers to create targeted items for each sub-skill, ensuring the test accurately pinpoints individual learning gaps and procedural errors.

46. (C) Ensuring the test has a very high overall difficulty level to differentiate top performers
Diagnostic tests focus on identifying foundational learning gaps and procedural errors across all performance levels rather than maximizing score variance or challenging high achievers. High difficulty items designed for selection contradict diagnostic objectives. Instead, diagnostic construction emphasizes sequential coverage of sub-skills and common misconceptions to evaluate essential learning prerequisites effectively.

47. (B) Based on revealing specific learning errors rather than normative item difficulty
Item selection in diagnostic test construction depends on an item's capability to expose specific learning errors and conceptual misconceptions, rather than conforming to standard statistical difficulty indices. Because the goal is identifying functional learning breakdowns rather than ranking students, item difficulty directly reflects the inherent complexity of the specific sub-skills being evaluated.

48. (D) I, II, and III
Constructing diagnostic tests involves a systematic multi-step process. Educators first identify problem areas through general observation or performance data, perform detailed task analyses to break skills into sub-components, and draft items specifically targeted at common misconceptions. Integrating all three steps ensures comprehensive coverage of learning gaps and accurate diagnostic data collection.

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49. (A) 2, 3, 1, 4
Diagnostic test construction and execution follows a logical sequence starting with task analysis to construct a balanced blueprint. Test developers then draft targeted items addressing specific sub-skills, administer the test, and analyze error patterns in student responses. Finally, teachers utilize these diagnostic findings to design and execute targeted remedial instruction.

50. (C) Provide specific insights into the exact nature of student misconceptions
Including common operational errors as distractors in multiple-choice diagnostic items enables teachers to identify specific underlying misconceptions. When students select distractors corresponding to known procedural mistakes, the choice reveals their exact cognitive error. This targeted feedback allows educators to tailor remedial teaching directly to the identified conceptual misunderstanding.

51. (A) Targeted instruction designed to correct identified learning gaps
Remedial teaching is a specialized instructional intervention executed following diagnostic testing to correct specific learning gaps and conceptual misunderstandings. Rather than repeating general classroom lectures or assigning punitive drill work, remediation uses alternative pedagogical strategies tailored to student needs. This targeted approach ensures that learners master prerequisite concepts before moving forward.

52. (D) Design exercises isolating the transition from simple to complex subject-verb structures
When diagnostic findings show mastery of simple structures but failure in complex contexts, remedial instruction must target that specific transition. Effective remediation isolates the precise point of learning breakdown using modified instructional approaches. Providing

while maintaining objective scoring keys when constructed carefully.

126. (C) Near the end of the sentence
Placing response blanks near the end of sentence completion items ensures that examinees read and process the full context before supplying missing terms. Placing blanks at the beginning forces students to interpret incomplete prompts, causing unnecessary confusion. End-placed blanks maintain smooth readability and clear problem presentation for test-takers.

127. (B) Leaving too many blanks in a sentence
Including excessive blank spaces within a completion item leads to over-mutilation, destroying sentence context and clarity. When too many words are omitted, items become confusing guessing games rather than valid measures of knowledge. Test developers should limit blanks to one or two key terms per sentence to preserve readability.

128. (A) I and II only
Completion items should target essential concepts rather than trivial details and eliminate grammatical clues like indefinite articles preceding blanks. Lifting sentences verbatim from textbooks should be avoided because it promotes mechanical memorization over conceptual understanding. Constructing original, clear sentences ensures that completion items evaluate authentic student learning effectively.

129. (A) Students may supply valid synonyms not listed in the key
Completion items exhibit slightly lower scoring objectivity than multiple-choice questions because students frequently supply unanticipated, correct synonyms or alternative phrasing. Evaluators must exercise professional judgment to determine whether alternative student responses meet essential criteria. This introduce minor scoring variability compared to completely automated selection-type item keys.

130. (C) It is over-mutilated and lacks sufficient context
Omitting multiple central words from a short sentence produces an over-mutilated item lacking necessary context. Test-takers cannot determine the intended meaning or target concept because too few clues remain. Effective completion items retain sufficient sentence structure, ensuring examinees understand the prompt and supply the precise target term accurately.

131. (A) The student writes a structured written response to a prompt
An essay test requires examinees to compose written responses of varying length to address specific prompts or questions. This format allows students to select, organize, and express their ideas in original language. Essay assessments evaluate complex cognitive skills, continuous prose composition, and higher-order thinking that cannot be measured through selection-type objective items.

132. (D) An extended response essay test
Evaluating ability to synthesize historical information, organize logical arguments, and generate original conclusions requires an extended response essay test. Objective test formats measure discrete factual recognition rather than complex organization or written expression. Extended essay prompts provide necessary freedom for students to demonstrate analytical depth and coherent prose synthesis.

133. (B) Construct, organize, and express their own ideas
The defining feature of essay assessments is student freedom to construct, structure, and articulate original responses using their own vocabulary. Unlike objective items that present predefined choices, essay prompts require active cognitive organization and integration. This open-ended structure enables teachers to evaluate original thinking, analytical depth, and written communication.

134. (C) The influence of past performance or handwriting on the examiner's evaluation
The halo effect in essay evaluation occurs when an examiner's general impression of a student, past academic performance, or penmanship influences the marks awarded to a specific answer. This subjective bias distorts scoring accuracy. Utilizing anonymous grading techniques and explicit analytical rubrics minimizes halo effects, enhancing scoring fairness and reliability.

135. (B) They possess lower scorer reliability compared to objective tests.
Essay tests exhibit lower scorer reliability than objective tests because open-ended written responses depend on evaluator judgment.

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61. (D) They can be flexibly modified by classroom teachers during administration.
Standardized tests require strict adherence to uniform administration protocols to ensure valid score comparisons against reference norms. Modifying instructions, timing, or item wording during administration compromises standardized conditions and invalidates comparative interpretation. Maintaining rigid uniformity across testing environments is essential for preserving the psychometric integrity and reliability of standardized assessment instruments.

62. (B) I, II, and IV only
Standardized tests undergo extensive preliminary try-outs, empirical item analysis, and objective scoring setup to ensure technical quality. However, because standardized tests cover broad curriculum domains to serve wide populations, they are less tailored to specific, local classroom learning objectives than teacher-made tests designed for immediate instructional units.

63. (B) The try-out or pilot testing of items
Following preliminary drafting of test items, the next step in test standardization is pilot testing or item try-out. Administering draft items to a representative student sample yields empirical data necessary for item analysis. This phase allows psychometricians to calculate item difficulty and discrimination indices before assembling the final test draft.

64. (A) 2, 1, 4, 5, 3
Standardizing a test begins with thorough planning and blueprint preparation, followed by drafting initial test items. Next, developers conduct item try-outs and empirical item analysis to select valid items. Psychometricians then construct the final test draft and establish representative norms alongside comprehensive technical manuals to complete the process.

65. (A) Determine the difficulty level and discriminating power of items
The primary objective of conducting item try-outs during test standardization is gathering empirical performance data. Developers calculate difficulty indices and discrimination power for each draft item. This statistical analysis identifies flawed, ambiguous, or poorly discriminating items, ensuring that only technically sound questions are retained in the final standardized instrument.

66. (C) Rejected because lower performers answer it correctly more often than high performers
An item exhibiting a negative discrimination index is answered correctly more frequently by low-achieving students than by high-achieving students. This inverse performance pattern indicates item ambiguity, flawed keying, or misleading distractors. Consequently, negative discriminating items undermine test validity and must be eliminated during the item analysis phase of test standardization.

67. (A) Establishing reference performance data from a representative sample
Establishing norms involves administering a finalized test to a large, representative sample of the target population under standardized conditions. The resulting performance data provide reference distribution metrics, such as percentile ranks and standard scores. These normative frames allow evaluators to interpret individual raw scores meaningfully by comparing them to peer performance.

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68. (D) I, II, and III
Standardizing a test requires comprehensive technical rigor across multiple dimensions. Developers must establish statistical reliability using split-half or test-retest methods, demonstrate content and construct validity, and enforce standardized environmental conditions during administration. Integrating these psychometric controls guarantees consistent, objective, and valid measurement across diverse testing applications.

69. (B) Alignment to immediate instructional objectives of a specific class
Teacher-made tests are designed by classroom teachers to evaluate student progress on specific, recently taught instructional units. These informal assessments directly reflect localized curriculum goals, classroom activities, and immediate learning outcomes. Unlike standardized tests, they do not undergo extensive nationwide norming, focusing instead on providing immediate feedback within specific classrooms.

targeted exercises on complex subject-verb relationships directly addresses the diagnosed learning gap without subjecting students to redundant basic drills.

53. (B) Diagnostic testing pinpoints specific errors, guiding precise corrective instruction.
Diagnostic testing and remedial teaching maintain a direct cause-and-effect pedagogical connection. Diagnostic evaluation identifies precise cognitive gaps, procedural errors, and learning breakdown points. These specific findings provide necessary empirical data to structure targeted remedial instruction. Corrective teaching directly addresses diagnosed weaknesses, completing the continuous cycle of learning assessment and targeted support.

54. (C) Employ varied approaches and individualized attention tailored to identified gaps
Effective remedial teaching requires modified instructional methods tailored to individual learning gaps rather than repeating failed classroom techniques. Teachers should utilize alternative materials, visual representations, concrete manipulatives, and direct support to address diagnosed misunderstandings. Adapting strategies to student needs ensures successful conceptual reconstruction and mastery of essential curriculum competencies.

55. (A) Both A and R are true and R is the correct explanation of A
Remedial teaching functions most effectively in small groups or individualized settings because diagnostic results reveal distinct learning gaps among different students. Whole-class lectures cannot address varied individual misconceptions simultaneously. Tailoring instruction to small groups with shared learning difficulties ensures focused, effective intervention that directly targets specific conceptual needs.

56. (A) Moving rapidly through the curriculum to ensure full syllabus completion
Remedial teaching emphasizes thorough understanding and gap correction over rapid curriculum coverage. Pushing forward quickly to cover syllabus content prevents struggling students from mastering essential prerequisite concepts, compounding learning difficulties. Effective remediation slows instructional pace, breaks tasks into smaller manageable steps, and provides immediate, constructive feedback to ensure conceptual mastery.

57. (B) Has uniform administration, scoring, and normative interpretation procedures
Standardized tests are constructed with uniform procedures for administration, timing, equipment, and scoring. Developed by psychometric experts, these instruments undergo extensive empirical pre-testing to establish high reliability, validity, and representative norms. Standardized conditions ensure that differences in test scores reflect true variance in student ability rather than inconsistent testing environments or subjective grading.

58. (B) Norms are established using a large, representative sample
Establishing norms on large, representative samples is a defining feature of standardized tests. These norms provide comparative performance standards, enabling score interpretation relative to broad reference populations. Standardized tests feature fixed administration protocols, empirical item selection, and objective scoring keys, ensuring consistent, reliable measurement across different testing locations and student cohorts.

59. (A) Standardized achievement test instrument
The National Achievement Survey is a large-scale standardized achievement test designed to assess student learning outcomes across regions and grade levels. It uses uniform test booklets, standardized administration guidelines, and objective scoring methods to evaluate system performance. These procedures provide consistent, comparable data regarding educational effectiveness across diverse state and national contexts.

60. (C) Comprehensive guidelines for administration, scoring keys, norms, and technical data
Standardized tests include comprehensive manuals providing explicit directions for test administrators and evaluators. The manual details standardized administration procedures, exact timing rules, objective scoring keys, normative conversion tables, and technical evidence regarding reliability and validity. These detailed guidelines ensure uniform testing conditions and accurate score interpretation across all administration settings.

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79. (B) Content validity relative to specific instruction delivered
Teacher-made tests possess superior content validity for specific classroom contexts because items map directly to delivered instruction. While standardized tests cover broad curriculum domains generalized across wide populations, teacher-made assessments mirror unique classroom emphasis, specific textbook material, and localized learning objectives emphasized by the classroom teacher during daily instruction.

80. (D) Administration is too cumbersome and content too general for weekly formative feedback
Standardized tests are ill-suited for weekly classroom quizzes due to complex administrative requirements and broad, generalized content coverage. Frequent formative feedback requires flexible, narrow-domain assessments aligned directly with recent lessons. The time, expense, and broad focus of standardized instruments make them impractical for continuous short-term instructional monitoring within individual classrooms.

81. (A) Using teacher-made tests for continuous formative assessment and standardized tests for periodic benchmarking
Integrating assessment tools effectively involves using teacher-made tests for continuous formative monitoring and localized classroom evaluation, while deploying standardized tests periodically for system-level benchmarking. This balanced approach provides immediate, instructionally aligned feedback for daily teaching alongside objective, nationally normed performance data for longitudinal program evaluation and policy development.

82. (C) Compare a student's performance against a predefined reference group
Norm-referenced tests are designed to evaluate an individual's performance relative to a standardized peer group. By comparing raw scores against normative sample data, these assessments establish relative rank and percentile standing. The primary objective is differentiating levels of achievement across examinees rather than evaluating absolute mastery of specific performance criteria.

83. (A) Relative standing or rank in a group
Norm-referenced assessment focuses fundamentally on determining an individual's relative rank or percentile position within a reference group. Unlike criterion-referenced testing that measures absolute mastery of specific standards, norm-referenced evaluation analyzes relative performance spread. The key metric of interest is relative standing along a normal score distribution curve.

84. (D) The student scored higher than 85% of the normative sample group.
A percentile rank of 85 on a norm-referenced assessment indicates that the examinee performed equal to or better than 85 percent of individuals in the normative comparison group. Percentile ranks represent relative standing along a score distribution and do not indicate the percentage of test questions answered correctly.

85. (B) Maximize discrimination among test-takers to yield a normal distribution
Norm-referenced tests incorporate a wide spread of item difficulty levels to maximize performance variance among examinees. Generating a broad distribution of scores enables effective discrimination across high, average, and low performers. This variance produces a standard normal probability curve, which is essential for establishing reliable percentile ranks and comparative relative rankings.

86. (C) Norm-Referenced Test – Percentile Rank
Norm-referenced tests evaluate relative performance, expressing student achievement through comparative metrics such as percentile ranks and standard scores. Criterion-referenced tests evaluate performance against fixed standards, focusing on mastery learning regardless of group distributions. Pairing norm-referenced testing with percentile ranking accurately reflects the core statistical foundation of relative measurement.

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87. (D) They explicitly indicate the specific skills a student has or has not mastered.
Norm-referenced tests measure relative standing within a group rather than detailing absolute skill mastery. Because items are selected to maximize score variance across broad domains, these tests lack granular diagnostic feedback regarding specific learning outcomes. Detailed criteria tracking is the defining function of criterion-referenced assessments rather than norm-referenced evaluations.

88. (A) I and II only
Criterion-referenced tests evaluate student performance against fixed, predetermined standards or absolute competencies. They support mastery learning approaches by assessing whether specific instructional objectives have been achieved, independent of peer performance. Ranking students in order of merit is a defining function of norm-referenced testing rather than criterion-referenced assessment.

89. (B) Describes specific knowledge and skills demonstrated, regardless of others' performance
A criterion-referenced test evaluates individual achievement against explicitly defined performance criteria or learning standards. The resulting score reflects absolute level of knowledge or skill mastery without reference to peer performance. This approach provides direct descriptive information regarding what specific competencies a student has successfully demonstrated within a given domain.

90. (A) Criterion-referenced test
Practical examinations evaluating specific performance tasks against fixed safety and operational standards function as criterion-referenced tests. A driving test measures individual competence against absolute pass criteria, such as proper stopping and parking execution. Performance relative to other test-takers is irrelevant; success depends entirely on meeting predefined performance standards.

91. (A) Criterion-referenced assessment
Evaluating foundational literacy against explicit benchmarks, such as reading 35 words per minute correctly, represents criterion-referenced assessment. The student's performance is measured directly against an absolute proficiency target rather than peer performance. Achieving or missing the quantitative standard determines mastery, illustrating the core mechanics of criterion-referenced measurement.

92. (C) Criterion-referenced evaluation
Shifting evaluation focus from relative class rank to determining whether students achieve specific, observable learning outcomes aligns with criterion-referenced evaluation principles. Criterion-referenced framework measures performance against explicit competency benchmarks. This focus ensures that assessment directly tracks skill acquisition and learning objective mastery rather than comparative student standing.

93. (D) Determined by the task nature; if the task is easy, the item is easy
In criterion-referenced testing, item difficulty directly reflects the essential nature of the learning objective being measured. Items are not artificially manipulated to maximize score variance or achieve normal distribution curves. If an essential educational standard is basic, the corresponding test item remains straightforward to verify standard mastery.

94. (C) The method used to interpret the test scores
The primary distinction between norm-referenced and criterion-referenced tests lies in score interpretation methodology. Norm-referenced interpretation evaluates individual performance relative to a reference group's distribution. Criterion-referenced interpretation evaluates performance against absolute, predetermined performance criteria or instructional standards, regardless of how other examinees perform on the same assessment.

95. (A) Both A and R are true and R is the correct explanation of A
Criterion-referenced tests excel in formative diagnostic roles because they evaluate performance against explicit instructional objectives. By identifying exact skills mastered or unmastered, these assessments provide actionable data for targeted instructional adjustments. Norm-referenced tests focus on relative ranking, rendering them less useful for pinpointing specific learning deficits during ongoing instruction.

96. (D) NRT – All items must be very easy / CRT – All items must be very difficult
Defining norm-referenced items as universally easy and criterion-referenced items as universally difficult misrepresents both test designs. Norm-referenced items span varied difficulty levels to maximize score spread across examinees. Criterion-referenced item difficulty reflects target learning standards directly. Item difficulty is determined by psychometric purpose and objective complexity, not test type labels.

97. (A) Norm-referenced testing
Selecting a limited number of candidates from a massive applicant pool requires norm-

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referenced testing. Norm-referenced instruments maximize score variance, producing a clear comparative ranking across applicants. When available placements are strictly restricted, relative standing determines selection, making norm-referenced evaluation the most effective psychometric approach for competitive screening.

98. (C) Criterion-referenced interpretation
Evaluating performance by comparing student scores against a fixed accuracy threshold, such as 90 percent for proficiency, is criterion-referenced interpretation. The grade reflects absolute accomplishment of predefined performance standards, independent of peer performance. This descriptive evaluation directly indicates whether the student achieved required competency levels in the target skill.

99. (A) Shifting from rote summative NRTs to competency CRTs
Modern educational frameworks advocate shifting from traditional summative norm-referenced testing focused on memory recall toward criterion-referenced assessments aligned with competency-based learning standards. This transition emphasizes evaluating absolute skill mastery, continuous learning progress, and practical application. Criterion-referenced evaluation supports meaningful learning outcomes by tracking specific competency acquisition rather than relative peer rankings.

100. (D) The score depends on how other students perform.
Criterion-referenced test scores evaluate performance against absolute standards, operating completely independently of peer achievement. Scores indicate mastery or non-mastery of explicit competencies to direct instructional remediation. Asserting that criterion-referenced scores depend on group performance describes norm-referenced evaluation, directly contradicting the core definition of criterion-referenced measurement.

101. (B) Scoring free from examiner judgment or bias
Objective-type test items are defined primarily by complete scoring objectivity, where predetermined correct keys eliminate subjective evaluator judgment. Whether scored by different individuals or automated optical readers, student responses yield identical numerical marks. This consistency eliminates examiner bias, handwriting influence, and subjective interpretation, providing highly reliable educational measurement.

102. (B) I, II, and IV only
Objective tests permit extensive curriculum sampling, deliver high scoring reliability, and demand significant initial item construction time. However, because they rely on selection or brief supply responses, objective items are poorly suited for evaluating complex synthesis, original argument organization, and expressive writing ability, which require essay-type assessment formats.

103. (D) Extended response essay items
Extended response essay items require subjective evaluation of written arguments and synthesis, excluding them from objective test classifications. Objective items encompass selection formats like multiple-choice, matching, and alternate-response tasks, as well as short supply items with explicit single keys. Essay tasks depend on evaluator judgment, introducing scoring variance.

104. (A) Elimination of scorer variability
The high statistical reliability of objective tests stems primarily from eliminating scorer variability. Because items have clear, predetermined answer keys, different evaluators award identical scores to the same response set. Removing examiner subjectivity, personal bias, and grading inconsistency ensures highly consistent measurement across administrative contexts and scoring settings.

105. (B) They effectively assess handwriting quality and expressive writing skills.
Objective tests rely on selecting pre-written options or supplying brief single words, making them incapable of assessing handwriting quality or expressive writing skills. While objective items offer high scoring efficiency and broad content coverage, evaluating complex communication, penmanship, and prose organization requires subjective essay-based assessment formats.

106. (B) Supply-type item – Sentence completion short answer
Supply-type items require students to produce and write out the answer, such as filling in a blank or writing a short phrase. Selection-type items require choosing from provided options,

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70. (C) Adaptability to local classroom needs and specific content covered
The major advantage of teacher-made tests is their flexibility and close alignment with localized classroom instruction. Teachers can tailor questions to specific content, instructional emphasis, and unique student needs far more precisely than standardized tests allow. This direct connection makes teacher-made tests highly effective for continuous formative evaluation and classroom grading.

71. (D) They are accompanied by a comprehensive technical manual and norms.
Teacher-made tests are flexible, classroom-specific instruments designed for ongoing evaluation without undergoing formal standardization procedures. They lack comprehensive technical manuals, formal reliability studies, and nationwide performance norms. Instead, they serve localized instructional functions, allowing teachers to evaluate immediate learning outcomes and adjust daily classroom teaching efficiently.

72. (A) Teacher-made achievement test
A unit assessment developed by a classroom teacher to evaluate student understanding of recently taught content is a teacher-made achievement test. Combining multiple-choice and short-answer questions directly aligns evaluation with localized learning outcomes. This classroom-level tool provides immediate feedback on student achievement without requiring standardized norming or commercial test publishing.

73. (B) Quality depends on teacher skill in test construction and evaluation principles.
The psychometric quality of teacher-made tests varies directly with an educator's understanding of test construction principles, blueprint alignment, and item writing technicalities. While teachers possess direct knowledge of classroom instruction, constructing reliable and valid assessment items requires systematic application of measurement concepts to avoid ambiguity, bias, and technical flaws.

74. (B) They target a single class, making broader normative comparisons unnecessary.
Teacher-made tests evaluate specific learning outcomes within a single class or school cohort. Because their primary function is monitoring local progress and assigning classroom grades, establishing broad normative data across regional or national populations is unnecessary. Local instruction alignment takes precedence over comparative ranking against external reference groups.

75. (A) Both A and R are true and R is the correct explanation of A
Standardized tests cover broad subject domains to accommodate diverse populations across multiple regions, making them less specific to localized short-term instruction. Teacher-made tests align directly with specific classroom lesson plans and unique instructional emphasis. Therefore, teacher-made tests provide higher content validity for evaluating short-term classroom learning units.

76. (C) Rigor of construction, scope of content, and presence of norms
The fundamental distinction between standardized and teacher-made tests lies in construction rigor, content scope, and norm availability. Standardized tests undergo formal item analysis, sample broad domains, and establish representative reference norms. Teacher-made tests are developed informally to evaluate specific, narrow instructional units within local classroom settings without standardized norming.

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77. (D) Standardized – Flexible administration / Teacher-made – Rigid administration
Standardized tests mandate rigid, uniform administration procedures to preserve score validity against established norms. In contrast, teacher-made tests allow flexible administration adapted to local classroom conditions. Reversing these characteristics misinterprets standardized testing principles, which strictly enforce consistent timing, instructions, and environmental conditions across all test administrations.

78. (C) A standardized survey achievement test
Comparing local student achievement against broader regional or statewide populations requires a standardized survey achievement test. Standardized survey tests provide representative normative data and uniform measurement procedures necessary for accurate comparative benchmarking. Informal classroom assessments lack external norm groups and standardized scoring consistency required for valid system-level comparative evaluations.

116. (D) State true or false, and if false, correct the target word
A modified True/False format requires examinees to judge whether a statement is true or false and, if false, correct underlined target words to make the statement true. This modification reduces the impact of guessing by transforming basic binary selection into a supply task, requiring authentic recall and comprehension.

117. (B) Including multiple complex ideas in one statement
Effective True/False item construction requires focusing on a single, clear idea per statement. Combining multiple complex propositions within a single statement creates ambiguity, as parts may be true while others are false. This structural flaw confuses test-takers and measures reading interpretation rather than subject knowledge mastery.

118. (C) Factual recall and basic recognition of simple principles
True/False items are suited for assessing factual recall, simple definitions, and basic principle recognition. Their binary structure limits their capability to evaluate complex cognitive processes, synthesis, or organizational writing skills. When testing foundational knowledge across extensive content domains efficiently, True/False items provide rapid assessment of simple facts.

119. (D) Premises
In matching-type test items, the left-hand column containing statements, terms, or problems requiring matches is designated as the premise column. The right-hand column contains the response options. Students evaluate each premise and select the corresponding correct option from the response list based on established relationship rules.

120. (A) Provide more responses than premises (imperfect match)
Creating an unequal match by providing more response options than premises reduces chance guessing through elimination. In perfect matches with equal counts, identifying earlier pairs automatically reveals the final answer. Supplying extra distractor options in the response column forces examinees to evaluate every premise independently, improving item discrimination.

121. (B) Content within an exercise must be homogeneous
Homogeneity within matching exercises requires that all premises and responses belong to a single logical category, such as matching historical events with dates or terms with definitions. Mixing heterogeneous categories enables examinees to eliminate plausible options easily through simple logic rather than demonstrating true subject matter understanding.

122. (A) Add 2 or 3 extra plausible years to Column B
Equal numbers of premises and responses allow students to determine final answers by elimination. Adding extra plausible response options creates an imperfect match structure. This technical improvement ensures that examinees must evaluate every item actively, eliminating cueing effects and improving the measurement validity of the matching exercise.

123. (A) Homogeneity – Keeping all list items within the same category
Homogeneity in matching exercises means keeping all items within premises and responses restricted to a single thematic category. Maintaining homogeneous contents prevents examinees from using obvious logical clues to pair items. This structural alignment ensures that successful matching reflects accurate domain-specific knowledge rather than superficial process of elimination strategies.

124. (C) They are highly effective for measuring complex problem-solving and synthesis.
Matching items excel at assessing factual associations, terms, dates, and simple definitions efficiently in a compact format. However, they are ill-suited for measuring complex problem-solving, deep analysis, or synthesis. Evaluating higher-order cognitive skills requires extended written responses, essay tasks, or multi-step performance applications rather than basic matching format structures.

125. (D) Supply-type objective items
Completion or fill-in-the-blank items are classified as supply-type objective test items. Unlike selection-type items where answers are chosen from provided options, completion tasks require students to recall and write out the exact word or phrase. This format minimizes guessing

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as seen in multiple-choice or matching formats. Sentence completion represents a classic supply-type format, requiring active recall rather than recognition.

107. (A) Stem
In a multiple-choice item, the stem presents the core problem, question, or task to be solved. It provides necessary context and sets the background for response selection. A well-constructed stem clearly introduces a central topic, enabling examinees to understand the question fully before evaluating the offered options.

108. (B) I and II only
Effective multiple-choice construction requires stems to present clear central problems and distractors to remain plausible and logically plausible. Correct option positions must be randomly distributed across choices rather than following predictable patterns. Systematic placement patterns allow students to guess key locations without possessing genuine subject mastery.

109. (D) Distractors or foils
The incorrect options within a multiple-choice item are formally designated as distractors or foils. Their purpose is to attract examinees who lack genuine mastery while remaining clear non-answers to well-prepared students. Well-designed distractors represent plausible common misconceptions, ensuring the item effectively discriminates between different levels of achievement.

110. (C) Including absolute terms like 'always' or 'never' that act as clues
Including absolute qualifiers such as 'always', 'never', or 'completely' introduces test-wiseness clues that flaw multiple-choice items. Smart test-takers recognize that absolute statements are rarely correct in educational contexts, allowing them to eliminate options without content knowledge. Valid item writing avoids absolute terms to preserve item discrimination.

111. (B) Attract unknowledgeable students while not misleading those who achieved mastery
A effective distractor appears plausible to examinees with partial or incomplete understanding, attracting unknowledgeable students away from the correct key. Simultaneously, it must not confuse or mislead students who have achieved genuine subject mastery. Plausible distractors represent typical misconceptions, ensuring valid measurement of student learning and skill levels.

112. (D) Distractors lack homogeneity and grammatical consistency
Mixing geographical locations, general explanatory phrases, and standalone years within response options creates a flawed multiple-choice item. Distractors must maintain parallel structure, grammatical consistency, and conceptual homogeneity. Non-homogeneous options allow examinees to eliminate illogical choices based on superficial formatting rather than authentic historical knowledge.

113. (A) Alternate-response items
True/False questions belong to the alternate-response item category, where examinees select between two opposing options. This selection format evaluates basic factual recognition and clear binary decisions. While easy to write and score, alternate-response items carry a fifty percent guessing probability, requiring large item pools to ensure test reliability.

114. (C) They carry a high guessing probability of 50 percent
The primary psychometric limitation of True/False items is the fifty percent probability of guessing correctly by chance alone. This high chance factor inflates student scores and reduces score reliability. Mitigating guessing effects requires constructing larger numbers of items or incorporating modified formats requiring students to justify false responses.

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115. (A) Both A and R are true and R is the correct explanation of A
Lifting textbook sentences verbatim to create True/False items encourages mechanical memorization rather than meaningful conceptual understanding. Students recognize familiar phrasing without comprehending underlying principles. Test developers should paraphrase statements to assess genuine understanding, ensuring that correct answers reflect conceptual comprehension rather than superficial memory recall.

Subjective factors like teacher fatigue, personal grading bias, and penmanship variations introduce scoring inconsistency across evaluators. Implementing detailed scoring rubrics and anonymous grading helps mitigate these reliability limitations in essay evaluation.

136. (A) Knowing the identity of the student whose paper is being graded
Knowing student identities during grading introduces subjective bias and halo effects, lowering essay scoring reliability. Enhancing scoring consistency requires anonymizing student papers, utilizing explicit analytical rubrics, and scoring single questions across all papers sequentially. These controls minimize personal bias and ensure uniform evaluation standards across all student responses.

137. (B) The degree of student freedom regarding response length and scope
The key distinction between restricted and extended response essays centers on permitted response scope and structure. Restricted response prompts impose explicit limits on content, length, or response organization. Extended response prompts offer broad freedom, allowing examinees to determine their own structural framework, selection of supporting evidence, and depth of analysis.

138. (B) Restricted response essay item
Prompts directing students to state a specific number of differences between biological processes represent restricted response essay items. Restricting content limits the scope and length of written output. This structural constraint simplifies scoring criteria, reduces subjectivity, and increases scorer reliability compared to open-ended extended essay items.

139. (A) Creating (Synthesis) and Evaluation
Extended response essays are well suited for assessing higher-order cognitive domains in Bloom's Taxonomy, specifically Creating and Evaluating. These open-ended tasks require students to integrate complex information, formulate original perspectives, construct coherent arguments, and critically judge evidence, demonstrating deep intellectual processing beyond simple recall or basic application.

140. (C) Restricted Response – Highly subjective, unstructured grading
Restricted response essays limit content scope and response length, enabling more structured, objective grading than extended essays. Characterizing restricted response items as highly subjective misrepresents their structural design. Bounding response parameters increases scoring agreement across evaluators, mitigating subjectivity while still requiring student-constructed written responses.

141. (D) Increasing scorer reliability and focusing on the learning objective
Restricting essay responses by defining specific parameters, word counts, or content focuses improves testing quality by increasing scorer reliability. Clearly defined parameters align student answers with targeted learning objectives, eliminating irrelevant content. Bounded expectations reduce evaluator subjective variation, facilitating consistent and objective grading across different student response papers.

142. (A) I, II, and IV only
Extended response essays evaluate integration of ideas, analytical reasoning, and complex thought processes. However, because each question requires significant writing time, tests include few items, resulting in restricted content sampling across the syllabus. Furthermore, extended essays require substantial time to evaluate, making them slow and challenging to score.

143. (B) "Evaluate the Right to Education Act's impact on primary education quality."
Prompts asking examinees to evaluate complex social policies require synthesis, critical analysis, and original perspective development, exemplifying extended response essays. Simple listing or defining tasks represent restricted or objective item formats. Broad evaluation tasks grant freedom to organize complex written arguments, supporting higher-level cognitive assessment.

144. (D) Content validity due to broader curriculum coverage
Objective tests achieve higher content validity across comprehensive syllabus domains because students answer numerous items within a single administration period. Broad item sampling ensures representative evaluation of taught

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reasoning and academic knowledge, making performance dependent on the test-taker's language proficiency and educational exposure.

164. (D) Figures, symbols, and spatial patterns instead of words
Non-verbal tests utilize visual diagrams, geometric figures, spatial relationships, and symbolic patterns rather than written or spoken words. By minimizing language requirements, these tests evaluate abstract reasoning and cognitive capacity independently of language proficiency, making them appropriate for assessing linguistically diverse, hearing-impaired, or non-native speaking populations.

165. (A) Both A and R are true and R is the correct explanation of A
Non-verbal intelligence tests are considered culture-fair because they rely on visual patterns and spatial logic rather than language-specific content. Minimizing verbal demands reduces testing bias associated with formal schooling, cultural exposure, and native language fluency. This structural design ensures fairer cognitive assessment across culturally and linguistically diverse populations.

166. (C) Verbal Test – Suitable for illiterate or non-native speaking populations
Verbal tests rely heavily on reading comprehension and vocabulary, making them unsuitable for illiterate individuals or non-native speakers. Non-verbal tests are designed specifically to assess these populations using visual patterns and spatial reasoning. Mismatches asserting that verbal tests suit non-native or illiterate test-takers violate basic principles of linguistic test fairness.

167. (D) Non-verbal intelligence test
Assessing cognitive capacity in children lacking local language proficiency requires non-verbal intelligence tests. Instruments using visual patterns, spatial logic, and non-linguistic prompts eliminate language barriers. This approach ensures that evaluation measures authentic abstract reasoning potential rather than reflecting limited local language fluency or formal language instruction.

168. (B) I and III only
Non-verbal tests are effective for assessing individuals with hearing impairments and measure spatial reasoning and pattern logic without relying on language. However, no assessment completely eliminates all cultural bias, as visual formatting, test-taking familiarity, and abstract symbolism still reflect general cultural experiences to some degree.

169. (B) Manipulate physical materials or perform motor tasks
Performance tests require examinees to execute physical actions, manipulate concrete objects, or perform motor tasks, such as assembling blocks or wiring circuits. Unlike paper-and-pencil written tests, performance assessments evaluate practical application and motor coordination directly, providing authentic evaluation of applied skills in real-world contexts.

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170. (A) Kohs Block Design Test
The Kohs Block Design Test is a classic performance test of intelligence requiring examinees to replicate visual patterns using colored wooden blocks. Success depends on spatial reasoning, visual analysis, and manual manipulation of physical objects rather than verbal language or written responses, exemplifying core non-verbal performance testing principles.

171. (A) Typing speed test – Performance test
A typing speed assessment evaluates real-time psychomotor skill execution and manual dexterity, serving as a direct performance test. In contrast, written exams, essays, and multiple-choice quizzes measure verbal and cognitive knowledge representation. Pairing typing tests with performance assessment accurately reflects the direct measurement of practical, motor-based skills.

172. (C) Performance test
Directing students to construct a physical electrical circuit tests practical skill application through concrete manipulation of real tools and components. This practical task represents a performance test, evaluating authentic motor execution and applied technical competence. Performance assessments measure practical execution directly, surpassing paper-and-pencil written testing formats.

Power tests assess cognitive depth, reasoning capability, and advanced understanding by allowing ample time for examinees to attempt questions. Restricting performance through strict time limits defines speed testing rather than power testing.

155. (A) Power test
Examinations containing small sets of highly complex problems paired with generous time allocations function as power tests. The goal is measuring maximum intellectual depth, advanced analytical reasoning, and complex problem-solving ability. Ample time ensures that success depends entirely on cognitive capacity and domain mastery rather than mechanical speed.

156. (C) Blends of power testing with reasonable time limits
Most standardized and classroom achievement tests combine characteristics of power and speed testing. They contain items representing varied difficulty levels to assess depth of understanding, while enforcing practical time limits for administrative feasibility. This hybrid format allows most well-prepared students sufficient time to attempt all questions without making time the primary score determinant.

157. (D) The number of examinees tested at once by an examiner
The defining distinction between individual and group tests centers on the number of examinees evaluated simultaneously by a single test administrator. Individual tests are administered to one student at a time, facilitating close behavioral observation. Group tests are administered to multiple students simultaneously, maximizing efficiency and standardization across large cohorts.

158. (C) Evaluators can establish rapport and observe behavior directly
Individual tests allow trained evaluators to establish interpersonal rapport, observe examinee test behaviors directly, and monitor clinical responses such as anxiety or frustration. These qualitative insights provide valuable context beyond numerical test scores. Group tests lack individual observation capability, focusing instead on uniform, large-scale administration efficiency.

159. (B) Individual Test – Stanford-Binet Intelligence Scale
The Stanford-Binet Intelligence Scale is an individually administered clinical test designed to assess cognitive functioning through one-on-one interaction between examiner and examinee. This setting allows precise observation of problem-solving processes. In contrast, tests like Army Alpha are group-administered tools, illustrating the structural separation between individual and group testing designs.

160. (D) Deep clinical insight into emotional states
Group tests provide economic administration, standardized testing conditions, and objective automated scoring for large examinee populations. However, because one administrator supervises many examinees simultaneously, group tests cannot provide deep clinical insight into individual emotional states, behavioral reactions, or precise qualitative problem-solving processes during testing sessions.

161. (A) An individual intelligence and diagnostic battery
Evaluating children for suspected learning disabilities and specialized educational placement requires individual intelligence and diagnostic test batteries. One-on-one testing allows clinicians to establish rapport, observe specific learning behaviors, analyze qualitative error patterns, and identify unique cognitive strengths and weaknesses safely, guiding specialized educational interventions effectively.

162. (C) A group test
Screening large applicant populations efficiently under limited time and resource constraints requires administering group tests. Group tests allow simultaneous assessment of hundreds of candidates using standardized instructions and objective paper or digital answer formats. This design minimizes administrative costs while providing reliable performance data for selection decisions.

163. (A) Words and language form the primary test medium
Verbal tests rely on written or spoken language as the primary medium for presenting prompts and receiving examinee responses. Success requires functional reading comprehension, vocabulary mastery, and linguistic expression. These instruments evaluate language-based

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material. In contrast, essay tests feature few questions due to lengthy response requirements, resulting in limited content coverage across the curriculum.

145. (A) Both A and R are true and R is the correct explanation of A
Large-scale standardized testing programs rely on objective-type tests because they offer rapid, cost-effective, and consistent scoring across extensive student populations. Automated optical scoring eliminates evaluator subjectivity and personal grading bias. This efficiency and high scorer reliability make objective items superior to subjective essay formats for large-scale standardized testing.

146. (C) Objective Test – Difficult to construct, easy to score
Objective tests require significant effort and time to construct clear, unambiguous items and plausible distractors, but they are scored rapidly and objectively. Conversely, essay questions are quick to draft but require extensive time and effort to grade reliably. This contrast highlights fundamental structural differences between objective and essay formats.

147. (A) Measure ability to organize and express complex thoughts
Educators select essay tests when primary instructional goals involve evaluating original thought organization, critical analysis, and expressive writing ability. While objective tests assess broad factual knowledge efficiently, open-ended essay prompts provide freedom for students to integrate complex ideas, formulate arguments, and demonstrate authentic written communication skills.

148. (B) I, II, and IV
Objective tests feature high scorer reliability, extensive content coverage across syllabi, and rapid scoring efficiency. However, because they use selection formats, they are susceptible to guessing by test-takers. Developing expressive writing skills requires subjective prose composition, which cannot be fostered or assessed through objective test formats.

149. (B) Objective tests measure recognition and recall better than essay tests.
Objective tests evaluate factual recall and recognition efficiently across broad domains, making them well-suited for measuring foundational knowledge. Asserting that objective tests perform worse at measuring basic recognition than essay tests reverses established psychometric principles. Essay tests excel at evaluating higher-order synthesis, prose organization, and complex creative expression.

150. (C) Using 40 multiple-choice and matching items
Assessing a vast curriculum for factual recall within a short timeframe requires objective items, such as multiple-choice and matching formats. Objective questions allow rapid student response times, enabling broad sampling of course content within 45 minutes. Essay formats cover too few topics to assess extensive curriculum domains efficiently under strict time constraints.

151. (D) Time limits and item difficulty levels
Speed tests and power tests are distinguished primarily by operational time limits and item difficulty structures. Speed tests feature simple items with severely restricted time limits, measuring processing speed and automaticity. Power tests feature items of escalating difficulty with generous time limits, assessing maximum intellectual depth and problem-solving capacity.

152. (A) Speed test
Assessments featuring large numbers of low-difficulty items under strict time constraints where no examinee is expected to finish function as pure speed tests. The objective is measuring performance speed, accuracy, and operational processing under time pressure. Simple arithmetic tasks completed under brief time limits illustrate classic speed testing mechanics.

153. (B) Items increase in difficulty with ample time allowed
A pure power test measures maximum cognitive capacity by offering items arranged in order of increasing difficulty alongside generous administration time. Time limits are designed so that examinees can attempt every item within their capability. Scores reflect intellectual depth and problem-solving limit rather than processing speed or writing rate.

154. (A) Time is the primary factor limiting the student's score.
In a power test, item difficulty serves as the primary factor limiting student performance, rather than administrative time constraints.

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173. (D) Performance tasks and practical portfolio evaluation
Evaluating physical education or visual arts requires performance tasks and portfolio assessment to judge practical motor skills, artistic technique, and creative execution directly. Paper-and-pencil objective tests cannot evaluate physical movement or artistic talent effectively. Practical performance observations provide valid measurement aligned with hands-on, expressive domain objectives.

174. (C) They are time-consuming, costly, and harder to score objectively
The primary limitation of large-scale performance testing is high cost, substantial administration time, and scoring complexity. Administering physical tasks requires specialized equipment, individual observation, and subjective scoring rubrics. These resource constraints make performance assessments less administratively efficient than objective paper-and-pencil or automated group tests for large populations.

175. (B) Performance test
Performance tests represent the most authentic assessment format for evaluating how effectively students apply knowledge to real-world tasks. By requiring actual execution of practical skills, problem-solving, or component assembly, performance tasks demonstrate real competence. Paper-and-pencil items measure abstract knowledge representation, whereas performance assessments verify practical real-world execution.

176. (D) Questions and student responses are spoken orally
Oral tests differ from written tests by conducting communication entirely through spoken language. Examiners pose questions verbally and students respond orally, facilitating real-time dialogue. This face-to-face format allows continuous interaction, immediate clarification, and direct evaluation of spoken language fluency, critical thinking speed, and verbal presentation skills.

177. (A) Probe deeper with immediate follow-up questions
A primary advantage of oral testing is the examiner's capacity to probe student understanding through immediate follow-up questions. When answers are incomplete or ambiguous, evaluators can ask clarifying questions to distinguish between superficial memory recall and deep conceptual comprehension, yielding flexible, qualitative evaluations of student knowledge depth.

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178. (C) Language fluency, pronunciation, and conversational skills
Oral tests are essential for evaluating language learning outcomes, including oral fluency, correct pronunciation, listening comprehension, and spontaneous conversational skills. Paper-and-pencil written tests measure grammar rules and vocabulary recognition but cannot evaluate direct speech production. Spoken examinations offer valid assessment of authentic oral communication competencies.

179. (A) They save time when evaluating large classes
Conducting individual oral examinations across large student cohorts is time-consuming and administratively demanding, as evaluators test students sequentially. Asserting that oral tests save time for large classes misinterprets their operational requirements. Group written tests offer far superior time efficiency for evaluating large populations simultaneously.

180. (D) Standardizing national norms for physical fitness
Oral tests are used for supplementing practical exams, defending research projects, and assessing early language reading fluency. However, establishing national physical fitness norms requires standardized motor performance testing rather than oral dialogue. Fitness evaluation depends on direct physical movement measurement, making oral testing completely inappropriate for physical performance benchmarking.

181. (B) They lower reliability and lack standardized objective evidence
Relying exclusively on oral exams for final grading reduces assessment reliability because unrecorded spoken evaluations lack standardized, objective records for re-evaluation. Evaluator subjectivity, personal halo effects, and inconsistent questioning across students introduce measurement error. Balanced evaluation systems combine oral tasks with standardized written tests to preserve scoring fairness.

CHAPTER 07

Evaluation: Formative, Summative and CCE

1. In the context of educational measurement and evaluation, which of the following best defines "evaluation"?
(A) The assignment of numerals to objects or events according to rules
(B) A systematic process of determining the extent to which instructional objectives are achieved
(C) The administration of standardized tests to determine academic ranking
(D) The statistical analysis of student scores to generate percentiles

2. Which of the following statements correctly differentiates measurement from evaluation?
(A) Measurement is qualitative, whereas evaluation is strictly quantitative.
(B) Measurement involves value judgment, whereas evaluation is confined to numerical data.
(C) Measurement is a continuous process, whereas evaluation occurs only at the end of an academic year.
(D) Measurement is the process of quantifying variables, whereas evaluation assigns worth or value to those quantitative and qualitative descriptions.

3. Evaluation is conceptualized as:
(A) A continuous process forming an integral part of the total system of education
(B) An intermittent process limited to scholastic subjects
(C) A strictly external mechanism to validate school performance
(D) An administrative tool for filtering students for higher education

4. A principal of a school intends to assess the effectiveness of a newly implemented foundational literacy program. The assessment aims to decide whether to scale up the program or discontinue it. This type of evaluation is primarily:
(A) Formative
(B) Diagnostic
(C) Summative
(D) Placement

5. Identify the incorrect statement regarding the nature of educational evaluation.
(A) It relies exclusively on standardized achievement tests.
(B) It encompasses both scholastic and co-scholastic domains of student development.
(C) It is a broader concept than measurement and assessment.
(D) It provides feedback for instructional modification.

6. What is the correct logical sequence of the evaluation process in an educational setting?
(A) Selection of tools → Formulation of objectives → Organizing learning experiences → Value judgment
(B) Organizing learning experiences → Formulation of objectives → Selection of tools → Value judgment
(C) Formulation of objectives → Organizing learning experiences → Selection of tools → Value judgment
(D) Value judgment → Formulation of objectives → Organizing learning experiences → Selection of tools

7. The primary administrative function of evaluation in a school system is:
(A) Diagnosing specific learning difficulties of individual students
(B) Classifying and promoting students to the next grade level
(C) Modifying the pedagogical strategies of the teacher
(D) Providing intrinsic motivation to underperforming students

8. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

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advanced material or boredom from repetitive content.

192. (D) Placement test
Administering pre-instruction tests to assign language applicants to beginner, intermediate, or advanced courses serves a placement testing function. Assessing entry-level proficiency before classes begin ensures that students enter instructional tracks aligned with existing knowledge, optimizing learning effectiveness and instructional progression from the start of training.

193. (A) Placement tests occur before instruction, formative tests during instruction.
Placement tests occur before instruction to determine entry-level skills and proper instructional positioning. Formative tests take place during instruction to monitor ongoing progress, identify immediate learning gaps, and inform adjustments to daily teaching. This timing distinction separates initial placement assessment from ongoing formative monitoring throughout the instructional cycle.

194. (B) Planning (Blueprint) → Drafting items → Reviewing → Administration
Constructing teacher-made tests follows a logical sequence starting with test planning and blueprint development. Teachers then draft items aligned with objective weights, conduct critical item reviews to eliminate technical flaws, and proceed to administration. Following this structured process ensures content validity, clear instructions, and reliable assessment execution.

195. (A) Both A and R are true and R is the correct explanation of A
Preparing a Table of Specifications or test blueprint is essential for ensuring content validity in achievement testing. The blueprint maps content topics against cognitive domain levels, ensuring proportional item representation based on instructional emphasis. This structured design prevents over-testing minor topics and guarantees valid measurement of targeted learning outcomes.

196. (B) Content areas with instructional objectives
A Table of Specifications acts as a two-way grid that systematically relates subject content areas with cognitive instructional objectives. It defines the exact distribution and weightage of test items across topics and intellectual levels, ensuring that final tests reflect intended curriculum emphasis and maintain high content validity.

197. (B) Revise items to remove extraneous clues and test actual knowledge
When reviewing draft items reveals grammatical clues or unintended cues in item stems, the teacher must revise the questions immediately. Extraneous clues allow test-takers to identify correct choices without subject knowledge, compromising test validity. Eliminating clues during review ensures that items measure authentic mastery of target learning outcomes.

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198. (D) I, II, and III
Standard test reviewing practices require verifying scoring key accuracy, ensuring reading levels match student development, and eliminating inter-item cueing where one question answers another. Conducting these quality checks during review eliminates technical flaws, ensuring that final assessments provide clear, reliable, and valid evaluations of student achievement.

199. (C) The exact answers to the first five questions
Clear test instructions specify allotted time, scoring rules, negative marking policies, and answer recording procedures. Providing exact correct answers to test questions within instructions violates assessment integrity. Instructions must guide administrative mechanics without revealing answers, ensuring that test results reflect authentic, unassisted student performance and knowledge.

200. (B) Approved Table of Specifications (Blueprint)
Devoting eighty percent of test items to recall when the assessment plan mandated equal weighting with application violates the approved Table of Specifications. The blueprint governs item distribution across cognitive levels to maintain content validity. Disregarding planned weightings distorts assessment balance, requiring item revision to restore alignment with curriculum objectives.

assessment.

18. The primary role of feedback in formative evaluation is to:
(A) Comprehensively compare the individual student's academic performance with their peers.
(B) Accurately determine the final cumulative percentage for the official term report card.
(C) Critically appraise and evaluate the overall administrative performance of the school Principal.
(D) Identify the gap between current understanding and desired learning goals.

19. Consider the following characteristics regarding formative evaluation:
I. Conducted during the teaching-learning process
II. Aimed at checking the effectiveness of instruction
III. Primarily used for certification of learners
IV. Focuses on the mastery of small segments of content
Which of the above statement(s) is/are correct?
(A) I, II, and III
(B) II, III, and IV
(C) I, II, and IV
(D) I, III, and IV

20. Which of the following tools is most appropriate for conducting formative evaluation in a primary classroom?
(A) Annual standardized state-level achievement test
(B) Formal end-of-term standardized board examination
(C) Oral questioning and interactive discussions
(D) High-stakes competitive national entrance test

21. Observation schedules and anecdotal records are effectively used in formative evaluation primarily to:
(A) Calculate and verify the formal statistical reliability of a written diagnostic test.
(B) Document continuous behavioral and academic changes in classroom settings.
(C) Accurately determine the precise percentile rank of students across the entire school district.
(D) Legally justify the academic detention of an underperforming student at the end of the year.

22. In the context of formative evaluation tools, how do concept maps serve the teaching-learning process?
(A) They function primarily as a formal summative grading tool for final course certification.
(B) They are designed exclusively and specifically for evaluating complex psychomotor skills.
(C) They completely eliminate and replace the necessity for ongoing verbal teacher feedback.
(D) They visually map understanding and misconceptions of relationships between concepts.

23. A teacher frequently uses 'Exit Slips' at the end of a period to check what students have grasped. This tool is a method of:
(A) Formative assessment
(B) Summative assessment
(C) Diagnostic evaluation
(D) Placement evaluation

24. A newly appointed teacher asks the principal how often formative assessments should be conducted. The most pedagogically sound advice the principal can give is:
(A) "It should be systematically conducted strictly once a month on a pre-scheduled date."
(B) "It should be conducted only when a student shows severe learning disabilities."
(C) "It should be done at the absolute end of every term."
(D) "It should be integrated continuously into daily teaching and learning activities."

25. Which of the following best describes "just-in-time teaching" within the framework of formative evaluation?
(A) Systematically teaching the remaining syllabus right before the commencement of the annual examination.
(B) Adjusting instruction dynamically based on immediate student feedback.
(C) Rapidly rushing through the remaining curriculum to meet the strict administrative deadline.
(D) Organising mandatory remedial support classes for struggling students during the summer vacation.

26. When is macro-evaluation typically conducted as compared to micro-evaluation (which occurs during lessons)?

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Assertion (A): Evaluation serves a predictive function by helping educators forecast a student's future success in specific subjects or vocations.
Reason (R): Diagnostic tests are primarily designed to measure a student's absolute mastery over an entire curriculum.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

9. Evaluation conducted prior to the commencement of instruction to ascertain the entry behavior and prior knowledge of learners is termed:
(A) Formative evaluation
(B) Summative evaluation
(C) Diagnostic evaluation
(D) Placement evaluation

10. Which of the following is an instructional function of evaluation?
(A) Identifying the learning difficulties and determining the pace of teaching
(B) Certification of completion of a stage of education
(C) Providing feedback to parents regarding school ranking
(D) Determining the allocation of the school's financial budget for resources

11. Identify the correct pair representing the type of evaluation and its primary objective.
(A) Placement Evaluation – Assigning terminal grades
(B) Formative Evaluation – Monitoring learning progress during instruction
(C) Diagnostic Evaluation – Certifying learner achievement at the end of a course
(D) Summative Evaluation – Identifying underlying causes of persistent learning difficulties

12. Evaluation acts as a motivational tool for students primarily because:
(A) It creates a structured fear of failure that forces students to study regularly.
(B) Knowledge of progress and constructive feedback reinforces positive learning.
(C) It systematically fosters intense academic competition and rivalry among peers.
(D) It publicly displays student rankings to motivate underperformers into studying.

13. Consider the following statements regarding the functions of evaluation:
I. It helps in assessing the effectiveness of the curriculum.
II. It is used to maintain public relations by reporting student progress to parents.
III. It completely eliminates the need for remedial instruction.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

14. The concept of "Formative Evaluation" was first formally introduced by:
(A) Benjamin Bloom
(B) Ralph Tyler
(C) Michael Scriven
(D) Lev Vygotsky

15. The primary characteristic that distinguishes formative evaluation from other forms of evaluation is that it is:
(A) Strictly judgmental in nature and focused on terminal outcomes.
(B) Formally designed and structured to certify overall student proficiency.
(C) Conducted strictly and exclusively by external standardized examination boards.
(D) Developmental and intended to improve daily instruction.

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16. A science teacher administers a brief quiz at the end of a difficult lesson on electromagnetism. She notices that 60% of the class misunderstood the right-hand thumb rule. She decides to reteach this concept the next day using a different pedagogical approach. This scenario best illustrates:
(A) Summative evaluation
(B) Placement evaluation
(C) Formative evaluation
(D) Norm-referenced evaluation

17. Which of the following is NOT a characteristic of formative evaluation?
(A) It is continuous throughout the instructional process.
(B) It is highly structured and used for assigning final course grades.
(C) It provides immediate feedback to both teachers and students.
(D) It is generally considered low-stakes

182. (B) I and IV only
Prognostic tests forecast future learning success in specific subjects, sharing theoretical characteristics with both aptitude and achievement tests. They are forward-looking prospective tools rather than retrospective evaluations. They serve educational forecasting functions rather than medical screening, helping educators identify students likely to succeed in advanced specialized academic courses.

183. (D) Prediction of future performance
The primary function of a prognostic test is predicting future academic performance in specific subject areas. By assessing prerequisite foundational skills and domain aptitude, prognostic instruments forecast an individual's likelihood of success in upcoming advanced courses. This predictive capability assists academic advisors in guiding student course placement and program selection.

184. (A) Diagnostic finds failure causes; Prognostic predicts success
Diagnostic tests operate retrospectively to locate specific causes of current learning difficulties and procedural errors. Prognostic tests operate prospectively to forecast future academic success in advanced coursework. This key operational distinction separates corrective diagnostic assessment from forward-looking prognostic prediction in educational evaluation and guidance.

185. (A) Both A and R are true and R is the correct explanation of A
Kindergarten reading readiness tests function as prognostic tests because they assess foundational auditory, visual, and motor skills to predict future reading success in elementary school. Identifying early developmental readiness enables educators to forecast learning ease and implement necessary preparatory instruction before formal reading coursework begins.

186. (B) Predictive validity
Predictive validity is the most critical psychometric property for prognostic tests. Because prognostic instruments aim to forecast future academic success, test scores must correlate strongly with subsequent performance metrics in the target domain. Demonstrating high predictive validity ensures that score-based guidance and course placement decisions are empirically justified.

187. (A) Prognostic test
Administering a mathematics test to evaluate likelihood of success in future advanced courses represents prognostic testing. The assessment measures prerequisite competencies to predict subsequent academic achievement in advanced mathematics. The outcome guides course placement by identifying students with high probability of success in advanced study.

188. (A) I and II only
Placement tests are administered prior to instruction to assess entry-level skills and determine appropriate instructional grouping. They ensure that students begin learning at appropriate difficulty levels matching existing competencies. Assigning final grades at term completion is a summative evaluation function, rather than a placement testing purpose.

189. (B) Group students by mastery level for appropriate instruction
Placement tests determine entry-level knowledge and skills prior to instruction, enabling educators to group students into appropriate learning tracks or course levels. Matching instructional content to existing competency levels prevents placing students in overly remedial or excessively advanced classes, optimizing learning conditions from the beginning of instruction.

190. (C) Placement test
When admitting students without prior academic transcripts, schools administer placement tests to evaluate entry-level competence across core subjects. The resulting score indicates appropriate grade placement matching the child's actual learning level. This process exemplifies placement testing by determining initial instructional insertion points before regular teaching begins.

191. (B) Assigning students to instructional groups matching skill levels
The primary outcome of a placement test is assigning students to appropriate instructional streams or skill-level groups matching their demonstrated competencies. By identifying entry-level capabilities, placement assessments ensure that learners receive instruction tailored to their readiness, avoiding frustration from

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(A) Macro-evaluation is systematically conducted every five minutes during a standard classroom lecture.
(B) Macro-evaluation occurs at the end of an educational program or policy implementation.
(C) Macro-evaluation is defined strictly as a pre-assessment tool administered before teaching begins.
(D) Macro-evaluation is utilized exclusively for measuring and evaluating individual daily lesson plans.

27. The concept of formative evaluation implies that timing should be:
(A) Retrospective, focusing on past failures
(B) Terminal, focusing on final outcomes
(C) Predictive, focusing on university admissions
(D) Concurrent, running parallel with instruction

28. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Standardized achievement tests are the most effective tools for formative evaluation in daily classroom teaching.
Reason (R): Formative evaluation requires flexible, context-specific tools that provide immediate feedback on ongoing instruction.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

29. Summative evaluation is best defined as an assessment that:
(A) Continually identifies specific cognitive learning blocks and difficulties during an instructional unit.
(B) Assigns grades and certifies achievement at the conclusion of instruction.
(C) Formally pre-tests students before instruction to determine their initial baseline knowledge.
(D) Focuses exclusively and specifically on evaluating the co-scholastic domains of student learning.

30. Which of the following correctly describes a core characteristic of summative evaluation?
(A) It is heavily focused on the process of learning rather than the product.
(B) It is terminal in nature and typically high-stakes.
(C) It is designed to provide immediate corrective feedback for the next day's lesson.
(D) It utilizes informal observation as its primary data collection method.

31. In the context of school administration, summative evaluation results are most frequently used for:
(A) Modifying the daily lesson plan
(B) Grouping students for a brief collaborative classroom activity
(C) Identifying the root causes of dyslexia
(D) Promoting students to higher classes and awarding certificates

32. Which of the following is generally considered a product of summative evaluation?
(A) An anecdotal entry in a teacher's diary
(B) A student's response to an oral question in class
(C) The final year-end report card
(D) A rough draft of a student's essay

33. Consider the following tools of evaluation:
I. End-of-term written examinations
II. Final research term papers
III. Daily pop quizzes
Which of the above statement(s) is/are correct regarding tools typically associated with summative evaluation?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

34. Identify the incorrect pair regarding evaluation tools and their primary categorization.
(A) Final Practical Examination in Physics – Summative
(B) Annual Board Examination – Summative
(C) High-school graduation certificate – Diagnostic
(D) Classroom brainstorming sessions – Formative

35. For a summative evaluation tool to be defensible, it must possess high levels of:
(A) Subjectivity and flexibility
(B) Ambiguity and complexity
(C) Informality and brevity
(D) Reliability and validity

74. Modern national education policies emphasize which of the following directions for assessment systems?
(A) A complete return to a rigid annual term-end examination system.
(B) Completely banning all forms of official board examinations.
(C) Regular, formative, and competency-based assessment.
(D) Outsourcing student evaluation entirely to private coaching centers.

75. What is the name of the National Assessment Centre established in India as a standard-setting body to monitor student achievement of learning outcomes?
(A) NIPUN
(B) PARAKH
(C) DIKSHA
(D) NISHTHA

76. A principal is redesigning the school's report card in alignment with progressive educational guidelines. The new report card should primarily be a:
(A) Holistic, 360-degree Progress Card
(B) Standard traditional subject-wise official marksheet
(C) Standard binary Pass or Fail completion certificate
(D) Long-term cumulative percentage achievement tracker

77. The Holistic Progress Card captures student progress across which domains?
(A) The cognitive domain only
(B) The cognitive and psychomotor domains exclusively
(C) Cognitive, affective, and psychomotor domains
(D) The emotional and affective domain exclusively

78. In the context of student evaluation, the term "360-degree assessment" explicitly implies the inclusion of:
(A) Conducting formal assessment on all 360 days of the academic year
(B) Inclusion of self, peer, and teacher assessment
(C) Administering assessment through 360 standardized multiple-choice questions
(D) Comprehensive evaluation conducted exclusively by external invited observers

79. Consider the following statements regarding the Holistic Progress Card (HPC):
I. It forms an important link between home and school.
II. It is designed to track student progress holistically over time.
III. It excludes parents from the assessment process.
IV. It focuses solely on terminal examinations.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II, III, and IV
(C) I, II, and III
(D) III and IV only

80. The concept of 360-degree feedback, adapted into educational progress cards, originally emerged from which field?
(A) Specialized Medical and Clinical Science
(B) Corporate Human Resources
(C) National Defense and Military Strategy
(D) Advanced Theoretical Quantum Physics

81. A critical challenge in implementing a true 360-degree assessment in a school setting is:
(A) It requires students to assess teachers, which is strictly prohibited by law.
(B) Ensuring that peer and self-assessments are objective and unbiased.
(C) It relies purely on high-stakes external board exams.
(D) It restricts parents from viewing the report card.

82. Peer assessment is a process where:
(A) Subject teachers formally assess each other's daily written lesson plans.
(B) Students evaluate classmates' work against clear criteria.
(C) The Principal systematically assesses the pedagogical performance of teaching staff.
(D) External government inspectors evaluate the overall physical school infrastructure.

83. Which of the following is a significant cognitive benefit of integrating peer assessment in the classroom?
(A) It drastically reduces the individual classroom teacher's grading time to absolute zero.
(B) It builds critical thinking and deepens understanding of assessment criteria.
(C) It virtually guarantees that all participating students will automatically receive higher

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(A) Completely abolishing all formal written examinations up to Class 12
(B) Implementing Continuous and Comprehensive Evaluation
(C) Relying exclusively on single, traditional end-of-year board examinations
(D) Privatizing all regional and national school examination administration boards

46. Which statutory framework explicitly mandated the implementation of Continuous and Comprehensive Evaluation (CCE) in elementary schools in India?
(A) The Delhi School Education Act and Rules, 1973
(B) The Persons with Disabilities Equal Opportunities Act, 1995
(C) The Right to Education (RTE) Act, 2009
(D) The University Grants Commission (UGC) Act, 1956

47. The primary purpose of Continuous and Comprehensive Evaluation (CCE) in curriculum frameworks is to:
(A) Increase the frequency of formal written examinations to prepare students for competitive exams
(B) Centralize the evaluation process at the national level
(C) Eliminate all forms of internal assessment
(D) De-emphasize rote memorization and assess development holistically

48. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Right to Education (RTE) Act mandates continuous and comprehensive evaluation for elementary classes to ensure learning is assessed holistically without inducing fear or anxiety.
Reason (R): Statutory provisions direct academic authorities to evaluate a child's understanding of knowledge and ability to apply it continuously.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

49. In the acronym CCE, the word "Continuous" implies:
(A) Regularity of assessment, diagnosis, and continuous feedback
(B) Assessing and testing students non-stop throughout a full 24-hour cycle
(C) Conducting classroom teaching without taking any breaks between academic terms
(D) Unconditional continuous promotion of students regardless of their class attendance

50. In the acronym CCE, the word "Comprehensive" refers to:
(A) Rigorous assessment of all academic scholastic subjects through written tests only
(B) Assessment covering scholastic and co-scholastic domains of student growth
(C) Formal assessment of the entire prescribed syllabus in a single final examination
(D) Comprehensive evaluation conducted exclusively by a panel of external examiners

51. Under traditional Continuous and Comprehensive Evaluation (CCE) frameworks, the weightage distribution between Formative Assessments (FA) and Summative Assessments (SA) in an academic year was:
(A) FA = 20%, SA = 80%
(B) FA = 40%, SA = 60%
(C) FA = 50%, SA = 50%
(D) FA = 60%, SA = 40%

52. Scholastic areas in CCE primarily encompass:
(A) Core academic subjects like Languages, Science, and Mathematics
(B) Only athletic sports, gymnastics, and physical education activities
(C) Purely practical vocational training modules and skill workshops
(D) Extracurricular interest clubs, societies, and hobby groups

53. Consider the following tools for evaluation:
I. Assignments and Projects
II. Quizzes and Debates
III. End-of-term written tests
Which of the above statement(s) is/are correct regarding tools utilized to evaluate the scholastic domain under the CCE framework?
(A) I and III only
(B) II and III only
(C) I and II only
(D) I, II, and III

54. The standard nine-point grading scale used for scholastic areas ranges from:

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standardized Board Exam
(B) Assessment for Learning – Interactive classroom questioning and feedback
(C) Assessment as Learning – Student daily reflective journal
(D) Assessment of Learning – Formative adjustments during a lesson plan

95. A teacher explicitly teaches her students how to set learning goals, monitor their own progress, and adjust their study strategies. She is promoting:
(A) Assessment of learning
(B) Assessment for learning
(C) Assessment as learning
(D) Norm-referenced assessment

96. Which form of assessment is most susceptible to issues of teacher bias, halo effect, and leniency errors?
(A) Standardized computerized automated testing
(B) Centralized external board examinations
(C) Internal teacher-led assessment
(D) OMR-based standardized multiple-choice exams

97. The primary advantage of internal (school-based) assessment over external assessment is that it:
(A) Is completely immune to personal subjectivity or evaluator bias.
(B) Evaluates a broader range of skills continuously in familiar settings.
(C) Provides a perfectly uniform national ranking metric for all participating students.
(D) Completely eliminates the necessity for maintaining detailed long-term school records.

98. To counteract the issue of inflated grades in internal assessments, examination bodies often employ a procedure known as:
(A) Elimination
(B) Moderation
(C) Randomization
(D) Extrapolation

99. Consider the following statements regarding drawbacks of a purely external examination system:
I. It encourages teaching to the test.
II. It causes high levels of anxiety and stress among students.
III. It comprehensively evaluates all co-scholastic domains.
IV. It provides a snapshot of performance on a single day rather than continuous learning.
Which of the above statement(s) is/are correct regarding valid drawbacks?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

100. In standard secondary school board evaluation patterns, what is the common weightage distribution between the Annual Board Examination (Theory) and Internal Assessment?
(A) 70 Marks Theory - 30 Marks Internal
(B) 80 Marks Theory - 20 Marks Internal
(C) 60 Marks Theory - 40 Marks Internal
(D) 50 Marks Theory - 50 Marks Internal

101. In a standard 20-mark internal assessment structure, which of the following is NOT typically a distinct component?
(A) Periodic Assessments / Pen Paper Tests
(B) Multiple Assessments (Quizzes, oral tests, etc.)
(C) Portfolio
(D) Open Book Board Examination

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102. In a move towards competency-based evaluation, examination boards have steadily increased the weightage of which type of questions in final examinations?
(A) Traditional rote-memory based long theoretical essay questions
(B) Competency-based integrated questions (MCQs and case studies)
(C) Direct definition-recall and factual memorization questions
(D) Simple True/False questions asked without written justification

103. In modern competency-focused secondary examination frameworks, approximately what target weightage of questions is assigned to competency-based assessments?
(A) 10%
(B) 20%
(C) 50%
(D) 100%

104. Under updated educational terminology aligned with supportive assessment policies, examinations taken by students to clear unpassed subjects are officially termed:

the primary pedagogical leader responsible for ensuring continuous assessment occurs effectively in the school?
(A) The District Magistrate
(B) The School Principal / Head of Institution
(C) The President of the School Management Committee
(D) The Regional Education Officer

67. During a routine staff meeting, a teacher complains that maintaining a 'Student Portfolio' for continuous evaluation is useless paperwork. As a principal, how should you correct this misconception?
(A) Fully agree with the complaint and explicitly permit the teacher to discontinue maintaining portfolios immediately.
(B) Explain that a portfolio purposefully collects student work to show efforts, progress, and achievements.
(C) Direct the teacher to independently hire an administrative assistant to handle all portfolio paperwork.
(D) Clarify to the teacher that portfolio maintenance is solely required to satisfy external school inspectors during visits.

68. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In continuous evaluation, moderation of marks/grades is sometimes necessary when multiple sections of the same class are taught by different teachers.
Reason (R): Moderation ensures parity, fairness, and uniformity in assessment standards across different evaluators.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

69. According to standard inclusive evaluation guidelines, what provision is made for Children with Special Needs (CWSN)?
(A) They are systematically evaluated using exactly the same standard scoring rubrics as all regular non-special students.
(B) They are completely exempted from participating in any formal or informal assessment activities throughout the year.
(C) They receive specific accommodations like extra time, scribes, and adapted tools.
(D) They are assessed purely and exclusively on co-scholastic domains while being exempted from academic subjects.

70. A major advantage of continuous and comprehensive evaluation is that it helps in:
(A) Exclusively identifying the academically gifted and talented students
(B) Identifying latent student talents in non-cognitive areas
(C) Isolating only those specific students who require strict disciplinary action
(D) Determining the precise socioeconomic and financial background of students

71. By assessing students continuously, evaluation shifts the focus of learning from:
(A) Deep conceptual understanding to passive rote memorization
(B) Rote learning to competency-based understanding
(C) Hands-on practical application to purely theoretical knowledge
(D) Reflective self-assessment to traditional teacher-centric assessment

72. Which of the following was a frequent criticism of the implementation of continuous and comprehensive evaluation schemes in schools?
(A) It drastically reduced the overall amount of meaningful practical project work assigned to students.
(B) It increased teacher workload and paperwork at the expense of teaching.
(C) It placed an excessively heavy reliance strictly on single end-of-year annual examinations.
(D) It completely neglected the physical health and sports education of students.

73. Consider the following challenges faced during the implementation of continuous evaluation:
I. Lack of adequate teacher training on formative assessment tools
II. Highly skewed teacher-pupil ratios making individualized observation difficult
III. Over-commercialization of project work where students bought ready-made projects
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

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(C) A diagnostic standardized achievement test routinely given at the beginning of the year.
(D) An official register systematically maintained by the class teacher to mark daily attendance.

115. An analytic rubric differs from a holistic rubric in that it:
(A) Evaluates work as a whole to provide a single overall composite score for the entire assignment.
(B) Evaluates distinct criteria separately rather than providing one total score.
(C) Is restricted strictly to informal self-assessment exercises conducted independently by students.
(D) Cannot under any circumstances be shared with students prior to the assessment event.

116. A principal observing a science exhibition notices a judge using a rubric that assigns a single composite score of '4' for a project based on an overall impression, without breaking it down into specific criteria like 'hypothesis', 'presentation', and 'data analysis'. The judge is using a:
(A) Analytic rubric
(B) Holistic rubric
(C) Diagnostic scale
(D) Sociogram

117. What is the primary advantage of using an analytic rubric over a holistic rubric for formative assessment?
(A) It is vastly easier and faster for teachers to calculate total grades.
(B) It provides detailed diagnostic feedback across specific dimensions of performance.
(C) It requires significantly less initial effort and design planning time from the teacher.
(D) It intentionally conceals specific academic weaknesses from the student to protect self-esteem.

118. Which of the following are the standard components of a scoring rubric?
(A) Scientific Hypotheses, Controlled Variables, and Experimental Constants
(B) Criteria, performance levels, and descriptors
(C) Statistical Standard Deviation, Population Mean, and Distribution Mode
(D) Instructional Objectives, Pedagogical Strategies, and Outcome Evaluation

119. A teacher assessing students on a project shares the grading rubric with the students before they start the project. This practice is:
(A) Incorrect, as sharing rubrics leaks the internal examination strategy to students.
(B) Highly recommended, as it clarifies performance expectations.
(C) A direct administrative violation of official standardized examination guidelines.
(D) Considered useful exclusively for university students, but not for school children.

120. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The use of well-designed rubrics significantly increases the objectivity and reliability of assessing subjective assignments like essays and projects.
Reason (R): Rubrics provide explicit criteria and descriptors that minimize evaluator bias and inconsistency.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

121. In a school setting, the ultimate responsibility for maintaining the integrity and standard of internal examinations lies with the:
(A) Subject Teacher
(B) Head of the School
(C) Parents' Association
(D) District Education Inspector

122. Which among the following best illustrates "Assessment AS learning"?
(A) A senior secondary school student sitting for a high-stakes final standardized board exam.
(B) A student using a rubric to self-evaluate draft work and plan improvements.
(C) A subject teacher formally grading and marking a cumulative midterm written exam.
(D) An invited external examiner independently conducting an oral viva voce evaluation.

123. Formative evaluation is most closely aligned with the principles of:
(A) Constructivism
(B) Behaviorist classical conditioning
(C) Rote learning

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grades.
(D) It completely eliminates the need for any teacher-led formative evaluation.

84. A middle school teacher notices that during peer assessment, students consistently give their friends full marks regardless of quality. As a pedagogical leader, what should the principal advise the teacher to do?
(A) Discontinue peer assessment entirely as it is flawed.
(B) Punish the students who give high marks to their friends.
(C) Co-create clear, objective scoring rubrics with the students before the assessment.
(D) Make peer assessment marks account for 100% of the summative grade.

85. Self-assessment in learning is most closely linked to the development of:
(A) Rote memorization
(B) Metacognition
(C) Extrinsic motivation
(D) Teacher dependency

86. Which evaluation paradigm is self-assessment most prominently a part of?
(A) Assessment of Learning
(B) Assessment for Learning
(C) Assessment as Learning
(D) Diagnostic Assessment

87. Tools commonly used to facilitate student self-assessment include:
(A) Standardized individual and group intelligence tests
(B) Reflective journals, checklists, and self-ratings
(C) Formal external standardized board examinations
(D) Confidential administrative teacher record diaries

88. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Self-assessment requires prior training and scaffolding by the teacher.
Reason (R): Students do not naturally possess the objective criteria and self-regulation skills needed to evaluate their own learning accurately.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

89. Portfolio assessment involves:
(A) A comprehensive single written examination given strictly at the end of the semester.
(B) An audited official financial document detailing the school's annual administrative budget.
(C) An official administrative inventory detailing a teacher's professional qualifications.
(D) A targeted collection of student work exhibiting efforts, progress, and achievement.

90. Which of the following is considered an essential component of a successful student portfolio, distinguishing it from a mere folder of collected work?
(A) Student reflection on the pieces included
(B) Only final, perfect drafts of assignments
(C) A minimum of 500 pages of text
(D) Binding by a professional printer

91. Identify the three common types of portfolios used in educational assessment:
(A) Cognitive, Affective, Psychomotor
(B) Formative, Diagnostic, Summative
(C) Working, Showcase, Evaluation
(D) Internal, External, Moderated

92. In assessment frameworks, "Assessment of Learning" is generally equated with:
(A) Formative evaluation
(B) Summative evaluation
(C) Self-assessment
(D) Peer assessment

93. Consider the following statements regarding assessment paradigms:
I. Assessment for Learning happens during the learning process.
II. Assessment as Learning focuses on the student's metacognitive processes.
III. Assessment of Learning is primarily used for grading and reporting.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

94. Identify the incorrect pair regarding assessment paradigms.
(A) Assessment of Learning – End-of-year final

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36. A school principal observes that teachers are using end-of-chapter tests merely to assign marks in the gradebook without analyzing the errors made by students. The principal advises the staff to change their approach. The principal wants the teachers to shift the use of these tests from:
(A) Formative to Diagnostic
(B) Diagnostic to Summative
(C) Summative to Formative
(D) Placement to Summative

37. The fundamental difference between formative and summative evaluation lies in:
(A) The structural format and type of questions utilized (MCQs versus Essay tests)
(B) The official medium of instruction and language used in teaching
(C) The ultimate purpose for which assessment data is used
(D) The developmental age and grade level of the students being assessed

38. Regarding the scope of content, which of the following is true?
(A) Formative evaluation covers a broader scope of content than summative evaluation.
(B) Both cover exactly the same scope of content at all times.
(C) Content scope is irrelevant to both forms of evaluation.
(D) Summative evaluation covers a broader scope of content than formative evaluation.

39. Can the same assessment instrument be used for both formative and summative evaluation?
(A) No, fundamental principles of test design strictly prohibit any dual usage of assessment tools.
(B) Yes, depending on whether results are used for feedback or grading.
(C) Yes, but this dual application is permissible only if it is a standardized national-level exam.
(D) No, because formative tools must always be oral while summative tools must always be written.

40. In traditional educational structures, norm-referenced interpretation is most heavily relied upon in:
(A) Ongoing daily formative classroom assessments
(B) Detailed individual diagnostic evaluations
(C) Structured peer and self-assessments
(D) High-stakes terminal evaluation

41. Which of the following best differentiates diagnostic evaluation from formative evaluation?
(A) Diagnostic evaluation primarily assigns final official grades, whereas formative evaluation does not offer any certification or final marks.
(B) Diagnostic evaluation is conducted strictly at the end of the academic year, whereas formative evaluation is carried out on a daily basis.
(C) Formative checks progress, while diagnostic pinpoints persistent learning difficulties and underlying causes.
(D) There is no fundamental difference between the two terms; they are considered perfectly synonymous in pedagogical practice.

42. Following a diagnostic evaluation that reveals specific gaps in reading fluency, the most appropriate pedagogical action is:
(A) Immediately administering a high-stakes summative test
(B) Detaining the underperforming student in the same class
(C) Significantly lowering the overall academic class standard
(D) Implementing targeted remedial support

43. Diagnostic tests are typically more _____ than standard formative tests.
(A) generalized, highly brief, and superficial
(B) detailed, analytical, and diagnostic
(C) highly competitive and norm-referenced
(D) terminal, summative, and high-stakes

44. A teacher notices that despite regular formative feedback, a Class 6 student consistently struggles with the concept of fractions over a period of two months. To identify the exact cognitive block, the teacher should employ:
(A) A comprehensive summative mathematics examination
(B) A standardized academic placement test for Class 7
(C) A diagnostic test focusing on basic numeracy gaps
(D) A professionally normed standardized intelligence test

45. In national educational policy recommendations, what major evaluation reform was introduced to ensure continuous tracking of learner progress?

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(A) Compartment Examination
(B) Supplementary Examination
(C) Remedial Examination
(D) Punishment Examination

105. What is the core pedagogical objective behind introducing Open Text Based Assessment (OTBA) initiatives?
(A) To test raw factual memorization capacity and retention speed.
(B) To encourage traditional rote learning and repetition of textbook facts.
(C) To assess higher-order thinking like analysis and application rather than factual recall.
(D) To intentionally reduce the overall passing percentage of students.

106. In an open book examination, questions should ideally be designed to test:
(A) Recall of exact dates and definitions
(B) Application, synthesis, and critical thinking
(C) The ability to copy verbatim from the textbook
(D) The speed of reading the textbook

107. Which of the following is a major challenge in designing an open book examination?
(A) Crafting complex, novel scenario-based questions rather than recall items.
(B) It forces students to memorize significantly more content than a standard closed book exam.
(C) It physically cannot be administered within a traditional classroom setting.
(D) It strictly requires the mandatory acquisition of expensive technological equipment.

108. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Open book examinations automatically result in higher scores for all students compared to closed book examinations.
Reason (R): Open book exams require deep conceptual understanding and application rather than simple information retrieval.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

109. Competency-based assessment focuses primarily on:
(A) The total amount of physical time a student actively spends inside the classroom.
(B) Applying acquired knowledge, skills, and attitudes in real-world contexts.
(C) The relative competitive ranking of individual students compared to national averages.
(D) The accurate verbatim recall and recitation of prescribed textbook content.

110. Which initiative by the Ministry of Education serves as an assessment framework for foundational literacy and numeracy?
(A) NIPUN Bharat
(B) PM POSHAN
(C) UDISE+
(D) SWAYAM

111. SAFAL, an initiative for implementing competency-based assessment, stands for:
(A) System of Assessment for Advanced Learning
(B) Structured Assessment for Analyzing Learning
(C) Standardized Application for Academic Learning
(D) School Assessment for Aptitude and Logic

112. Key stage assessments like SAFAL are intended to be conducted at the end of which grades?
(A) Grades 1, 2, and 3
(B) Grades 3, 5, and 8
(C) Grades 9, 10, and 12
(D) Grades 10 and 12 only

113. Consider the following features of Competency-Based Assessment (CBA):
I. It is heavily criterion-referenced.
II. It emphasizes authentic tasks and real-life problem solving.
III. It completely ignores formative feedback.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

114. In evaluation, a "Rubric" is best defined as:
(A) A complex mathematical formula used exclusively to calculate percentiles and rankings.
(B) A scoring guide detailing criteria and quality levels for assessment.

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(A) A+ to E
(B) A1 to E2
(C) O to F
(D) 10 to 1

55. What was the minimum qualifying grade for scholastic subjects under a standard nine-point scale ranging from A1 to E2?
(A) C1
(B) C2
(C) D
(D) E1

56. Which of the following falls under the "Co-scholastic" domain of CCE?
(A) Core Mathematics
(B) First Language (English/Hindi)
(C) Life Skills, Attitudes, and Values
(D) Environmental Studies (EVS) theory

57. Co-scholastic activities in the CCE framework were typically assessed on a:
(A) 3-point scale
(B) 5-point scale
(C) 7-point scale
(D) 9-point scale

58. The assessment of "Life Skills" in the co-scholastic domain of CCE primarily included:
(A) Rote memorization techniques and oral recitation
(B) Fine calligraphy writing and spelling accuracy
(C) Maintenance of practical laboratory manuals and notebooks
(D) Thinking, Social, and Emotional skills

59. Consider the following areas:
I. Visual and Performing Arts
II. Work Education
III. Attitudes towards teachers and peers
IV. Health and Physical Education
Which of the above statement(s) is/are correct regarding areas classified as co-scholastic domains in holistic evaluation?
(A) I, II, and IV
(B) II, III, and IV
(C) I, III, and IV
(D) I, II, III, and IV

60. The most appropriate tool for a teacher to systematically assess a student's attitude and values over time is:
(A) A standardized individual or group intelligence test
(B) Anecdotal records and observation schedules
(C) A comprehensive multiple-choice written examination
(D) An open-book analytical examination

61. In the CCE system, grading in scholastic subjects was primarily based on:
(A) Absolute grading based on predetermined marks ranges
(B) Relative grading based on a normal probability curve
(C) Peer grading without teacher intervention
(D) Self-assessment entirely

62. On a standard nine-point scholastic grading scale (A1 to E2), the grade A1 typically corresponds to which marks percentage range?
(A) 81 - 90
(B) 85 - 100
(C) 91 - 100
(D) 95 - 100

63. One significant feature of the grading pattern in holistic evaluation schemes was the provision for upgradation of scholastic grades based on:
(A) The economic and financial status of the student's family
(B) High achievement in co-scholastic domains
(C) Official recommendation issued by a local political authority
(D) A randomized lottery system conducted by the school management

64. To convert Cumulative Grade Point Average (CGPA) into an indicative percentage in standard Indian secondary education evaluation systems, CGPA is multiplied by:
(A) 9.0
(B) 9.5
(C) 10.0
(D) 100.0

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65. The primary rationale for introducing a grading system in place of numerical marks was to:
(A) Reduce student stress and unhealthy academic competition
(B) Conceal the actual academic performance of the students from their parents
(C) Make the evaluation and examination process far more competitive for all
(D) Simplify the complex administrative calculation and recording of final results

66. Under the implementation guidelines of continuous evaluation, who plays the role of

(D) Passive reception learning

124. A newly appointed school principal notes that teachers conduct weekly unit tests but only record the marks without providing any remarks or discussing the papers in class. What critical element of formative assessment is missing?
(A) Summative validation
(B) Standardized norming
(C) Corrective feedback
(D) Statistical correlation

125. The core shift in modern educational assessment philosophy can be summarized as a shift from:
(A) Ongoing formative assessment to traditional terminal summative assessment.
(B) Summative, rote-based to formative, competency-based assessment.
(C) Continuous internal school assessment to strictly centralized external assessment.
(D) Open subjective essay-based assessment to strictly standardized objective testing.

126. When dealing with Children with Special Needs (CWSN), evaluation strategies should be:
(A) Rigid and uniformly applied across all students without exception.
(B) Differentiated and adapted to individual student capacities.
(C) Completely waived to prevent placing stress on the child.
(D) Determined based solely on competitive direct peer rankings.

127. If a diagnostic test reveals that a majority of the class has failed to grasp a core concept, the teacher's evaluation results indicate a need to:
(A) Punish the students
(B) Change the teaching methodology or reteach the concept
(C) Proceed to the next chapter immediately to finish the syllabus
(D) Inform the principal that the syllabus is too difficult

128. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Continuous and Comprehensive Evaluation (CCE) as originally implemented was modified or discontinued in its exact original format in many school boards.
Reason (R): The mandatory board examinations were restored because schools implemented continuous assessment uniformly without any subjectivity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

129. What is the fundamental difference between formative and summative evaluation regarding the 'time of implementation'?
(A) Formative is strictly post-instructional, whereas Summative is pre-instructional.
(B) Formative occurs during instruction; Summative occurs at the end.
(C) Formative is utilized exclusively in higher education, while Summative is for primary schools.
(D) Formative is administered only at the end of the year, while Summative is continuous.

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130. Which curriculum framework document outlines guidelines for multidimensional evaluation aligning with the 5+3+3+4 structural stages of education?
(A) NCF-SE 2023
(B) NPE 1986
(C) RTE Act 2009
(D) DSER 1973

131. The NCF-SE 2023 emphasizes that assessment in the Foundational Stage (Ages 3-8) should primarily be:
(A) Formal structured pen and paper written examinations
(B) Play-based, activity-oriented observation
(C) High-stakes terminal centralized examinations
(D) Standardized state-level competitive achievement tests

132. Assessment during the Middle Stage (Grades 6-8) according to national curriculum frameworks should begin to include:
(A) Formal written exams on abstract concepts alongside formative checks.
(B) Exclusively informal and formal oral classroom examinations.
(C) Assessment conducted strictly through play-based observational tools.
(D) High-stakes university entrance level standardized testing batteries.

151. Which of the following evaluation practices contradicts the spirit of progressive elementary education frameworks?
(A) Conducting routine informal continuous classroom observation
(B) Systematically maintaining individual longitudinal child portfolios
(C) Mandatory pass/fail board exams in primary classes
(D) Implementing a supportive assessment policy in elementary grades

152. Under amended right to education provisions regarding evaluation and detention:
(A) A strict statutory no-detention policy is rigidly maintained across all elementary grades up to Class 10.
(B) States may hold examinations in Classes 5 and 8 and provide re-examination opportunities before detention decisions.
(C) All elementary students failing baseline tests must automatically be detained in Class 5.
(D) Centralized state board examinations are made strictly mandatory for all primary students in Class 3.

153. Consider the following actions taken by a school regarding a student who fails the regular examination in Class 8:
I. The student is immediately expelled from the school.
II. The school grants the student an opportunity for re-examination within two months.
III. The school provides additional instruction/ remedial teaching before the re-examination.
Which of the above statement(s) is/are correct regarding legally compliant and pedagogically sound actions?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

154. Under the principles of evaluation, which of the following best describes the "Halo Effect"?
(A) Evaluator tendency to rate a student high in one area due to a positive overall impression.
(B) A struggling student's systematic test-taking habit of uniformly guessing all multiple-choice answers as option 'C'.
(C) The mathematical procedure used by examination boards for the statistical normalization of test scores.
(D) The theoretical assumption of a perfect positive statistical correlation between formative and summative assessment scores.

155. A rubric that assesses a student's essay based on four separate criteria (grammar, content, organization, and creativity), assigning a score from 1 to 4 for each, is specifically an example of a/an:
(A) Holistic Rubric
(B) Analytic Rubric
(C) Single-point Rubric
(D) Checklist

156. In a 360-degree holistic progress card, which of the following non-traditional stakeholders is actively involved in the assessment process?
(A) The District Education Officer
(B) The student's peer group
(C) The local public official
(D) The Examination Board Chairman

157. Which type of assessment actively encourages students to answer the question, "How am I doing, and what do I need to do next?"
(A) Assessment of Learning
(B) Assessment as Learning
(C) Placement Assessment
(D) Norm-referenced Assessment

158. Which of the following is NOT an advantage of Multiple Choice Questions (MCQs) in summative evaluation?
(A) Providing extensive and broad coverage of the prescribed syllabus
(B) Ensuring high objectivity and consistency in test scoring
(C) Assessing deep creative writing and synthesis skills
(D) Enabling rapid automated grading through modern digital technology

159. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Short-answer and essay-type questions are necessary in evaluation despite the popularity of MCQs.
Reason (R): Essay-type questions effectively measure higher-order cognitive skills like synthesis, original thinking, and written expression, which MCQs cannot easily assess.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the

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(C) Complexity
(D) Subjectivity

143. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): While Continuous and Comprehensive Evaluation emphasizes regular assessment, it does not mean conducting formal written tests every day.
Reason (R): Continuous assessment can be woven seamlessly into the teaching-learning process through observation, discussion, and activities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

144. A parent demands to know why their child's grade in "Art Education" is not calculated into the final academic percentage used for academic stream allocation. As per standard holistic evaluation guidelines, the principal should explain that:
(A) Art education is officially defined as a core scholastic subject and must be included in the final percentage.
(B) Co-scholastic grades indicate aptitudes separately and do not aggregate with core subjects for stream allocation.
(C) The subject teacher simply made an administrative mistake and forgot to add the marks to the main ledger.
(D) Art education is treated as an optional subject that carries no formal value in school stream allocation.

145. "Assessment of Learning" is mostly associated with which type of grading?
(A) Exclusively criterion-referenced skill evaluation frameworks
(B) Certification via norm-referenced or absolute grading
(C) Continuous qualitative and informal ungraded descriptive feedback
(D) Periodic qualitative anecdotal descriptive teacher commentary

146. Which characteristic of a good test refers to the consistency of scores obtained by the same individuals when re-examined with the same test?
(A) Validity
(B) Usability
(C) Reliability
(D) Objectivity

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147. A "Diagnostic Test" in education is most analogous to which process in another field?
(A) A presiding legal judge delivering a formal final verdict in a court of law.
(B) A doctor running lab tests to find the root cause of an illness.
(C) An architect drafting a structural engineering blueprint for a building.
(D) An executive chef tasting a soup before serving it to restaurant patrons.

148. Formative evaluation can be compared to:
(A) A forensic doctor conducting a detailed formal post-mortem autopsy.
(B) A chef tasting soup while cooking to adjust seasoning.
(C) A professional food critic writing a detailed review after completing a meal.
(D) A restaurant customer paying the final bill after finishing their dinner.

149. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In competency-based assessment, rote memorization of textbook definitions guarantees high scores.
Reason (R): Competency-based assessment strictly relies on assessing the application of knowledge to solve real-world problems.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

150. According to standard examination board directives, schools must maintain internal assessment records for a specific period because:
(A) Physical evaluation records are routinely sold to external publishers.
(B) Examination boards may request records for verification and moderation.
(C) Detailed assessment records are legally required for calculating teacher salaries.
(D) It fulfills a statutory environmental requirement regarding paper archiving.

(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

189. According to modern educational guidelines, to track student progress from early childhood through schooling, assessment data is proposed to be integrated into:
(A) A permanent physical file archived at the local police station.
(B) An AI-based digital platform tracking progress and providing personalized learning pathways.
(C) The official central database maintained for the demographic national census.
(D) A periodic public newspaper publication distributed to all citizens.

190. What is the fundamental requirement for transitioning a school's assessment system from rote-based to competency-based?
(A) Completely banning and confiscating all traditional school textbooks from classrooms.
(B) Training teachers in competency-based pedagogy and assessment item design.
(C) Significantly increasing the mandatory duration of the final examination to 5 hours.
(D) Completely abolishing all forms of continuous internal assessments.

191. In a normal probability curve (NPC) of evaluation scores, approximately what percentage of scores fall within one standard deviation (+1 to -1 SD) of the mean?
(A) 34%
(B) 50%
(C) 68%
(D) 95%

192. Which of the following is NOT typically considered an area of formative assessment?
(A) Routine checking of daily classwork and homework assignments
(B) Continuous classroom oral questioning and discussions
(C) High-stakes entrance exams
(D) Systematic observation of collaborative group activities

193. Consider the following statements about the role of the principal in the evaluation process:
I. Ensuring the alignment of assessments with learning outcomes.
II. Monitoring the timely and fair execution of formative and summative tests.
III. Analyzing assessment data to identify school-wide academic trends.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

194. Which format of questions allows for the highest degree of subjectivity in evaluation?
(A) Standardized Multiple Choice Questions
(B) Sentence completion fill-in-the-blanks
(C) Binary choice True or False questions
(D) Extended essay questions

195. To reduce subjectivity in evaluating extended response essay questions, a teacher should use:
(A) A detailed marking scheme or rubric
(B) A coin toss
(C) The student's previous term grades
(D) The student's handwriting as the primary criterion

196. A principal notices that students are highly stressed about their upcoming exams. To foster a healthier assessment culture in line with continuous evaluation, she should promote:
(A) Administering more frequent, high-stakes formal summative examinations.
(B) The public display of student ranks and marks on the school notice board.
(C) Low-stakes formative assessments and regular constructive feedback.
(D) Frequently threatening underperforming students with administrative detention.

197. Which of the following aligns with the concept of "Experiential Learning" evaluation?
(A) Assessing how accurately and quickly a student can copy written notes from the blackboard.
(B) Assessing learning through reflective doing (projects, lab work, field trips).
(C) Assessing traditional rote memorization and speed recall of basic multiplication tables.
(D) Assessing an individual student's behavioral ability to sit quietly during lectures.

198. The primary characteristic of a Criterion-Referenced Test (CRT) is that it:
(A) Directly compares an individual student's total test performance to a national norm

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correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

160. To make an essay-type question more reliable and objective in its grading, the evaluator should:
(A) Grade the papers based on the handwriting
(B) Look at the student's name before grading
(C) Use a pre-determined analytical scoring rubric
(D) Grade all papers as quickly as possible without reading thoroughly

161. An item analysis of a test question yields a "Difficulty Index" (p-value). A p-value of 0.90 indicates that the item is:
(A) Very difficult (only 10% answered correctly)
(B) Very easy (90% answered correctly)
(C) Moderately difficult
(D) Flawed and should be removed

162. In test construction, the "Discrimination Index" measures:
(A) Distinguishing between high-scoring and low-scoring students on a test.
(B) Measuring the systematic subjective bias of the teacher against specific social groups.
(C) The exact average total time taken by test-takers to read and answer the specific item.
(D) The total economic cost involved in printing and distributing the physical test paper.

163. If a test item has a negative discrimination index, it means that:
(A) High-performing students got it wrong more often than low-performing students
(B) High-performing students got it right more often than low-performing students
(C) Everyone got the item wrong
(D) Everyone got the item right

164. A principal reviewing a mathematics test paper finds that 15 out of 20 questions have a difficulty index of 0.95 and a discrimination index near 0. What feedback should be given to the department?
(A) The test is highly balanced, perfectly constructed, and academically excellent.
(B) The test is far too difficult overall and urgently requires easier questions.
(C) The test is too easy and fails to differentiate student performance.
(D) The test paper is excessively long and most students ran out of time.

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165. Foundational literacy and numeracy (FLN) evaluation target achievement by which grade?
(A) Grade 1
(B) Grade 3
(C) Grade 5
(D) Grade 8

166. A defining feature of Open Book Examinations (OBE) is that they:
(A) Test the ability to locate, synthesize, and apply allowed reference materials.
(B) Explicitly permit students to use high-speed internet to chat with peers during the exam.
(C) Mandate that students read a book in an open outdoor setting instead of a classroom.
(D) Strictly prohibit printed reference materials while allowing personal handwritten study notes.

167. Which of the following subjects is generally considered most suitable for an Open Book Examination format?
(A) Rote memorization of basic multiplication tables
(B) Traditional phonetic spelling and oral dictation tests
(C) Literature analysis and case studies in Law/ Economics
(D) Basic factual recall of general vocabulary words

168. Consider the following types of assessment:
I. Pre-assessment
II. Formative assessment
III. Summative assessment
Which of the above statement(s) is/are correct regarding components integral to a fully functioning Continuous and Comprehensive Evaluation system?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

169. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Holistic Progress Card aims to replace traditional mark sheets that only reported academic scores.
Reason (R): Cognitive development is the only domain that can be objectively quantified in a school setting.
(A) Both A and R are true and R is the correct

ANSWERS

1. (B) A systematic process of determining the extent to which instructional objectives are achieved
Educational evaluation is a comprehensive and systematic process designed to determine how effectively instructional objectives are accomplished within a learning program. It extends beyond simple quantitative measurement by integrating both qualitative judgments and value assignments regarding student progress. This holistic process provides essential insight for improving curriculum design, instructional methods, and overall educational outcomes.

2. (D) Measurement is the process of quantifying variables, whereas evaluation assigns worth or value to those quantitative and qualitative descriptions.
Measurement focuses purely on assigning numerical values or quantities to physical attributes, skills, and academic traits using standard rules. Evaluation expands upon measurement by analyzing both numerical data and descriptive information to make qualitative value judgments. While measurement answers how much learning occurred, evaluation determines the overall worth, quality, and significance of that learning experience.

3. (A) A continuous process forming an integral part of the total system of education
Educational evaluation is conceptualized as an ongoing, continuous process rather than an isolated terminal activity. It remains deeply intertwined with educational objectives, learning experiences, and pedagogical methodologies. By maintaining continuous alignment with teaching processes, evaluation dynamically shapes instructional strategies, guides curriculum refinement, and supports the holistic academic and personal development of learners throughout their education.

4. (C) Summative
Summative evaluation is conducted at the conclusion of an instructional period or institutional program to assess its overall efficiency and final impact. Its primary administrative purpose is to determine whether a policy, curriculum, or initiative has successfully met established targets, thereby providing conclusive evidence needed to make high-stakes decisions regarding program continuation, expansion, or termination.

5. (A) It relies exclusively on standardized achievement tests.
Educational evaluation is a broad and multifaceted concept that extends far beyond reliance on standardized testing. It incorporates diverse formal and informal assessment techniques to evaluate both scholastic achievements and co-scholastic personal growth. Standardized tests represent only one instrument among many, whereas comprehensive evaluation continuously provides diagnostic and formative feedback to refine instructional practices.

6. (C) Formulation of objectives → Organizing learning experiences → Selection of tools → Value judgment
The evaluation process follows a structured logical sequence in educational planning. It begins with defining clear instructional objectives, followed by designing appropriate learning experiences to achieve those goals. Next, suitable measurement tools and assessment instruments are selected to gather evidence of learning. Finally, value judgments are rendered by interpreting collected data against initial educational goals.

7. (B) Classifying and promoting students to the next grade level
In school administration, evaluation serves a vital function in organizing student progression and institutional management. Standardized evaluation data provides objective criteria for classifying learners into appropriate academic groups, certifying course completion, and making formal decisions regarding promotion to subsequent grade levels. This administrative framework maintains academic standards, institutional accountability, and structured educational pathways.

8. (C) A is true but R is false
Evaluation performs a predictive function by analyzing student performance data to forecast

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(D) 10-point scale

179. Consider the following statements regarding the evaluation of Co-Scholastic areas:
I. No formal written examinations are conducted.
II. Assessment is largely observational and continuous.
III. Grades are awarded on a 5-point scale in traditional evaluation frameworks.
IV. It includes assessment of life skills, work education, and visual/performing arts.
Which of the above statement(s) is/are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, II, and IV only
(D) I, II, III, and IV

180. Which of the following sets of skills are evaluated under the "Life Skills" domain?
(A) Thinking, social, and emotional skills
(B) Athletic Running, Jumping, and Throwing skills
(C) Fundamental Reading, Writing, and Typing skills
(D) Artistic Singing, Dancing, and Acting skills

181. Under modern educational policy recommendations, progress report cards will be redesigned to be a:
(A) Uni-dimensional numeric scorecard
(B) Holistic, 360-degree, multidimensional report
(C) Binary Pass/Fail certificate
(D) Confidential document only accessible to teachers

182. A major critique of the term-end summative evaluation system is that it:
(A) Takes excessively little physical time to prepare, administer, and grade.
(B) Efficiently evaluates a wide range of complex practical and application skills.
(C) Fails to provide timely feedback to improve learning during the year.
(D) Actively promotes and encourages continuous formative assessment practices.

183. Identify the incorrect statement regarding Assessment FOR Learning.
(A) It is continuous and ongoing.
(B) It involves clear goals and descriptive feedback.
(C) It is synonymous with summative assessment.
(D) It helps teachers adjust their instructional strategies.

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184. A teacher uses a "KWL Chart" (What I Know, What I Want to Know, What I Learned) at the beginning, middle, and end of a unit. This is a classic tool for:
(A) Formal end-of-term summative evaluation
(B) Standardized norm-referenced achievement testing
(C) Formative and self-assessment
(D) Formal external administrative auditing

185. Peer assessment relies heavily on a supportive classroom climate because:
(A) Students must give and receive constructive feedback without feeling attacked.
(B) Students must aggressively compete for their academic grades.
(C) Subject teachers are completely absent from the classroom during assessment.
(D) It is officially considered an illegal instructional practice that requires secrecy.

186. Which type of validity is most crucial for a final examination in Mathematics?
(A) Face validity
(B) Predictive validity
(C) Content validity
(D) Ecological validity

187. The term "Assessment OF Learning" implies that the assessment is:
(A) Used continuously and primarily for monitoring and tracking ongoing academic progress.
(B) Measuring achievement at a specific time for certification or reporting.
(C) Used directly by the individual student to reflect on their own metacognitive strategies.
(D) Used strictly to screen and place students into different academic sections at term start.

188. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Holistic Progress Card introduces self-assessment and peer-assessment alongside teacher assessment.
Reason (R): Evaluating oneself and one's peers develops critical thinking, self-awareness, and accountability among learners.
(A) Both A and R are true and R is the correct explanation of A

explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

170. Which evaluation paradigm emphasizes that learning is not just the transfer of knowledge but a process where students actively monitor their own learning?
(A) Assessment of learning
(B) Assessment for learning
(C) Assessment as learning
(D) Standardized testing

171. In the context of board examination evaluation, what is a "marking scheme"?
(A) An official administrative scheme designed to distribute answer scripts among teachers.
(B) A standardized guide specifying points required to award specific marks.
(C) A standardized institutional penalty system implemented strictly for negative marking.
(D) A formal administrative scheme utilized for calculating daily student attendance marks.

172. The term "Construct Validity" in evaluation refers to:
(A) The degree to which a test visually appears to measure what it claims to measure on the surface.
(B) The extent to which a test measures a specific psychological trait or construct.
(C) The physical paper quality, formatting, and structural construction of the printed test paper.
(D) The statistical degree to which initial test scores correlate with future career salary.

173. Consider the following components of a student portfolio:
I. Artifacts (student work samples)
II. Reproductions (photos, recordings of projects)
III. Attestations (teacher/parent notes)
IV. Productions (goal statements, reflections written specifically for the portfolio)
Which of the above statement(s) is/are correct regarding valid components of an educational portfolio?
(A) I and II only
(B) I, II, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

174. Which of the following is the most significant limitation of portfolio assessment?
(A) It provides a strictly restricted and very narrow view of student learning progress.
(B) It is time-consuming and often lacks inter-rater reliability.
(C) It directly causes severe emotional distress and extreme test anxiety among students.
(D) It completely fails to provide any opportunity for student self-reflection.

175. The concept of "Competency" in competency-based assessment is best defined as a combination of:
(A) Knowledge, skills, and values
(B) Basic Reading, Writing, and Arithmetic skills
(C) Cognitive Speed, Accuracy, and Memory capacity
(D) Student Age, Grade level, and Class attendance

176. A principal discovers that a teacher is giving full marks in "Internal Assessment" to all students to ensure a 100% pass result for the school. What is the most appropriate action for the principal?
(A) Formally praise the teacher in public for ensuring 100% school passing results.
(B) Completely ignore the situation as internal marks fall under teacher prerogative.
(C) Mandate objective rubrics and portfolio evidence, warning against grade inflation.
(D) Instruct all other teachers to adopt identical practices to inflate averages.

177. The primary objective of large-scale national achievement surveys in education is to:
(A) Systematically assess the physical health and nutritional development status of primary school children.
(B) Evaluate system health by assessing learning outcomes at key grades nationally.
(C) Select meritorious students for prestigious national financial scholarships.
(D) Evaluate, grade, and rank individual classroom teachers to determine official career promotions.

178. What was the standard grading scale used in secondary education under traditional CCE schemes for scholastic subjects?
(A) 5-point scale
(B) 7-point scale
(C) 9-point scale

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group.
(B) Measures performance against fixed, predetermined learning standards or criteria.
(C) Strictly ranks all participating students in order from 1st place to last place in class.
(D) Is always exclusively conducted in an informal open-book examination testing format.

199. A driving test where one must perform specific tasks (parking, stopping at a red light) to pass, regardless of how well others do, is an example of:
(A) Norm-referenced evaluation
(B) Criterion-referenced evaluation
(C) Diagnostic evaluation
(D) Placement evaluation

200. A school principal analyzing end-of-year data finds that while students perform excellently in objective pen-and-paper tests, they score poorly in practical application tasks. Based on holistic evaluation principles, her most appropriate decision would be to:
(A) Completely eliminate practical tasks and application activities from the school curriculum.
(B) Advise teachers to emphasize experiential learning and competency-based assessments.
(C) Significantly lower the official minimum passing marks required for all practical examinations.
(D) Formally request the examination board to revise and simplify the official syllabus.

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133. Consider the following statements regarding PARAKH:
I. It stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development.
II. It serves as a national assessment centre to set norms, standards, and guidelines for student assessment.
III. It conducts all university entrance exams in India.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

134. Which of the following assessment strategies is best suited for evaluating "collaboration and teamwork" as a life skill?
(A) A theoretical multiple-choice written test on teamwork principles.
(B) A formal independently written individual term research paper.
(C) Rubric-based observation during group projects.
(D) An oral one-on-one viva voce assessment conducted by the Principal.

135. A "sociogram" is occasionally used in holistic assessment to evaluate:
(A) The numerical skill and advanced mathematical ability of the student.
(B) Social relationships, peer acceptance, and classroom group dynamics.
(C) The overall physical health profile and body mass index of the child.
(D) The linguistic competence and receptive vocabulary level of the student.

136. A school principal notices that a social science teacher's assessments purely require students to recall dates and names. To shift towards competency-based assessment, the principal should advise the teacher to:
(A) Significantly increase the total number of historical dates to be recalled.
(B) Include source-based questions requiring analysis and inference.
(C) Replace the formal written examination with an oral spelling bee competition.
(D) Completely stop conducting formal assessment in social science altogether.

137. Which of the following correctly pairs an evaluation concept with its pioneer/proponent?
(A) Formative and Summative Evaluation – Michael Scriven
(B) Taxonomy of Educational Objectives – Lev Vygotsky
(C) Theory of Multiple Intelligences – Benjamin Bloom
(D) Principles of Operant Conditioning – Howard Gardner

138. If an assessment tool measures exactly what it is intended to measure, it is said to have high:
(A) Reliability
(B) Validity
(C) Objectivity
(D) Usability

139. Consider the following assessment terms:
I. Rubric
II. Portfolio
III. Anecdotal Record
IV. Blueprint
Which of the above are directly used as tools or methods for recording student performance in continuous evaluation?
(A) I, II, and III
(B) II, III, and IV
(C) I, III, and IV
(D) I, II, III, and IV

140. A "blueprint" in the context of evaluation is:
(A) A detailed structural layout of the main school building.
(B) A test specification table detailing weightage for objectives, content, and question types.
(C) An official cumulative annual academic performance report card.
(D) A finalized structural seating arrangement plan for examinations.

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141. The primary purpose of using a blueprint before constructing a summative test is to ensure:
(A) Content validity
(B) Complete subjectivity
(C) That all students score 100%
(D) That the test cannot be completed in the given time

142. A teacher uses an objective-type test to eliminate her own bias while scoring. This enhances the test's:
(A) Validity
(B) Objectivity

future academic success or vocational suitability. However, diagnostic tests do not measure total curriculum mastery; instead, they pinpoint specific learning difficulties, persistent gaps, and underlying cognitive errors. Therefore, while the predictive role of evaluation is accurately described, the description regarding diagnostic testing is incorrect.

9. (D) Placement evaluation
Placement evaluation is conducted prior to instructional delivery to determine a learner's entry behavior, prerequisite knowledge, and existing skill levels. The primary objective is to verify whether students possess necessary background concepts required for new content, allowing educators to place them into appropriate learning streams, instructional levels, or targeted educational programs suitable for their capabilities.

10. (A) Identifying the learning difficulties and determining the pace of teaching
Instructional evaluation serves as a direct pedagogical aid for classroom teaching. By continuously monitoring learning progress, identifying specific comprehension hurdles, and gathering immediate feedback, educators can adapt their teaching strategies, modify learning tasks, and adjust instructional pacing. This ensures that pedagogical delivery remains closely aligned with student learning needs and varying cognitive capacities.

11. (B) Formative Evaluation – Monitoring learning progress during instruction
Formative evaluation is specifically designed to monitor learning progress continuously during the instructional process. It provides immediate qualitative feedback to both teachers and students, enabling prompt pedagogical adjustments and learning corrections. Unlike summative assessments aimed at certification or placement tests given before instruction, formative evaluation actively fosters ongoing skill acquisition and conceptual understanding.

12. (B) Knowledge of progress and constructive feedback reinforces positive learning.
Evaluation functions effectively as an intrinsic motivational driver by informing students of their learning progress through timely and constructive feedback. Understanding specific strengths and areas needing improvement builds self-efficacy, fosters a growth mindset, and encourages self-regulated learning. Clear knowledge of results reinforces successful learning behaviors without relying on anxiety, punitive measures, or hyper-competitive peer dynamics.

13. (A) I and II only
Evaluation plays key operational roles in assessing curriculum effectiveness and maintaining public transparency by informing parents about student academic progress. However, evaluation does not eliminate the necessity for remedial instruction; rather, it highlights learning gaps that explicitly mandate targeted remediation. Therefore, assessing curriculum efficacy and facilitating home-school communication represent correct functional aspects of evaluation.

14. (C) Michael Scriven
The formal distinction between formative and summative evaluation was first conceptualized by philosopher Michael Scriven in 1967 within the context of educational program evaluation. Scriven proposed that formative evaluation should focus on collecting ongoing data during curriculum development to refine instruction, whereas summative evaluation judges the ultimate worth or effectiveness of a completed educational program.

15. (D) Developmental and intended to improve daily instruction.
The primary characteristic distinguishing formative evaluation is its developmental focus aimed at enhancing ongoing instruction. Unlike terminal assessments that certify final achievement, formative evaluation occurs continuously during teaching. It provides actionable feedback to guide instructional modifications, address emerging learning gaps immediately, and foster student understanding, making it an essential component of interactive learning environments.

16. (C) Formative evaluation
Using brief assessments during a lesson to gauge immediate comprehension and subsequently adjusting teaching methods exemplifies formative evaluation. This process relies on low-stakes, real-time data collection to identify student misunderstandings as they occur. The primary goal is to inform and modify ongoing pedagogical strategies immediately, ensuring

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34. (C) High-school graduation certificate – Diagnostic
A high-school graduation certificate is a formal outcome of summative evaluation that certifies terminal educational attainment, rather than a diagnostic tool. Diagnostic tools specifically analyze underlying learning difficulties and conceptual misconceptions. Therefore, categorizing a graduation certificate as diagnostic represents an incorrect pairing, whereas practical exams, board tests, and discussions are correctly categorized.

35. (D) Reliability and validity
For a summative evaluation tool to be defensible and meaningful, it must demonstrate high levels of validity and reliability. Validity ensures that the assessment measures the specific learning outcomes intended, while reliability ensures consistency in results across different evaluations and scorers. High technical quality prevents evaluation bias and ensures fair, accurate student certification.

36. (C) Summative to Formative
When assessment results are used merely to assign final marks, the assessment functions summatively. By analyzing errors and using results to modify teaching strategies and support learning, educators transform the purpose of assessment from summative judgment to formative feedback. This shift maximizes the pedagogical value of tests to enhance continuous learning and student development.

37. (C) The ultimate purpose for which assessment data is used
The essential distinction between formative and summative evaluation lies in the intended purpose and utilization of assessment data. Formative evaluation uses information interactively to inform instruction and improve student learning during the process. Conversely, summative evaluation uses data post-instructionally to judge final achievement, assign official marks, and provide formal educational certification.

38. (D) Summative evaluation covers a broader scope of content than formative evaluation.
Summative evaluation typically evaluates a broader scope of content because it assesses cumulative knowledge acquired over an entire term, course, or academic year. In contrast, formative evaluation focuses on smaller, specific learning units or daily concepts to provide targeted feedback. Consequently, summative instruments encompass larger curricular domains than individual formative checks.

39. (B) Yes, depending on whether results are used for feedback or grading.
The classification of an assessment tool as formative or summative depends primarily on how the resulting data is utilized rather than the instrument itself. A single quiz or assignment can function formatively if used to provide immediate diagnostic feedback, or summatively if recorded as a final mark for grading and official certification.

40. (D) High-stakes terminal evaluation
Norm-referenced interpretation is heavily utilized in high-stakes terminal evaluations, competitive entrance tests, and national board examinations. This approach evaluates a student's score by comparing it directly against the performance of a broader peer group. It serves to rank individuals, distinguish relative performance levels, and select candidates for limited academic or professional opportunities.

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41. (C) Formative checks progress, while diagnostic pinpoints persistent learning difficulties and underlying causes.
While formative evaluation monitors general learning progress continuously during instruction, diagnostic evaluation specifically investigates persistent, recurring learning difficulties. Diagnostic assessments drill deeper to pinpoint specific cognitive blocks, foundational gaps, and root causes of learning deficiencies, providing detailed insights necessary to formulate targeted, individualized remedial intervention plans for struggling students.

42. (D) Implementing targeted remedial support
The primary pedagogical objective of diagnostic evaluation is to inform remedial instruction. Once specific learning gaps or skill deficits are identified, educators must implement targeted remedial interventions designed to rectify those deficiencies. Tailoring instructional strategies directly to diagnosed learner needs helps overcome cognitive obstacles and supports successful mastery of fundamental educational concepts.

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25. (B) Adjusting instruction dynamically based on immediate student feedback.
Just-in-time teaching is a pedagogical technique where instructional delivery is dynamically adapted using real-time feedback gathered from brief preparatory tasks or classroom checks. By analyzing student responses immediately prior to or during instruction, educators can tailor lessons to address specific misconceptions and learning needs, ensuring relevant, efficient, and highly responsive learning experiences.

26. (B) Macro-evaluation occurs at the end of an educational program or policy implementation.
Macro-evaluation examines large-scale educational initiatives, entire curricula, or institutional policies at the conclusion of their implementation cycle. In contrast to micro-evaluation, which continuously monitors immediate classroom interactions and individual lesson goals, macro-evaluation analyzes broad systemic outcomes, overall program viability, and long-term educational effectiveness to inform high-level policy and administrative decision-making.

27. (D) Concurrent, running parallel with instruction
Formative evaluation operates concurrently alongside the teaching and learning process. Because its main objective is to guide and improve instruction while learning is actively taking place, its timing must run parallel with daily classroom activities. This real-time alignment allows teachers and students to identify gaps and implement immediate corrections during the learning process.

28. (D) A is false but R is true
Standardized achievement tests are formal instruments designed primarily for summative evaluation rather than routine classroom formative assessment. Formative evaluation requires dynamic, flexible, and context-specific tools that yield immediate feedback to refine ongoing instruction. Therefore, while the explanation correctly describes the requirements of formative evaluation, the assertion incorrectly claims standardized tests are optimal for formative purposes.

29. (B) Assigns grades and certifies achievement at the conclusion of instruction.
Summative evaluation is conducted at the end of a defined instructional period to assess cumulative learning, award final grades, and certify academic achievement. It evaluates overall performance against established curriculum standards, providing a definitive summary of student attainment that serves administrative, reporting, and promotional requirements across educational institutions and examination boards.

30. (B) It is terminal in nature and typically high-stakes.
A core characteristic of summative evaluation is its terminal timing, occurring after the completion of an instructional unit or academic program. Because it determines final marks, course promotion, graduation, or external certification, it carries significant administrative weight and high stakes. It focuses primarily on judging the final product of learning rather than guiding daily instruction.

31. (D) Promoting students to higher classes and awarding certificates
Summative evaluation results provide formal documentation required for administrative decision-making in educational management. School administrators utilize these final marks to certify academic proficiency, issue report cards, grant completion certificates, and decide student placement or promotion to higher grade levels, ensuring systematic academic progression and compliance with institutional standards.

32. (C) The final year-end report card
The final year-end report card represents a classic output of summative evaluation. It aggregates assessment data collected across completed learning modules to present an overall summary of student academic achievement. This formal document serves to record terminal grades, certify performance levels, and communicate official educational results to parents, administrators, and external authorities.

33. (A) I and II only
End-of-term written examinations and final research term papers are standard instruments utilized in summative evaluation to measure comprehensive cumulative achievement at the end of a instructional period. Daily pop quizzes, conversely, serve formative purposes by checking routine understanding. Thus, comprehensive term exams and final research papers accurately exemplify summative assessment instruments.

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Therefore, both statements are correct, with the lack of inherent evaluative skills justifying teacher scaffolding.

89. (D) A targeted collection of student work exhibiting efforts, progress, and achievement.
Portfolio assessment involves a purposeful, organized collection of student work samples gathered over time to demonstrate effort, academic progress, and achievement. Portfolios include student reflections, initial drafts, completed assignments, and self-evaluations, offering a comprehensive, authentic narrative of learning growth that far surpasses snapshot data provided by traditional standardized examinations.

90. (A) Student reflection on the pieces included
A defining feature that transforms a simple collection of papers into a meaningful educational portfolio is student reflection. Including reflective entries where learners analyze their selection process, highlight personal growth, and set future academic goals promotes metacognition, self-assessment, and deep conceptual engagement with their own learning journey.

91. (C) Working, Showcase, Evaluation
In educational assessment, three primary portfolio formats are working, showcase, and evaluation portfolios. Working portfolios collect ongoing daily work and rough drafts to track development; showcase portfolios present exemplary student work highlighting best achievements; evaluation portfolios contain specific standardized entries designed to assess achievement against curriculum benchmarks.

92. (B) Summative evaluation
Assessment of Learning is functionally equivalent to summative evaluation. Conducted at the conclusion of an instructional unit, term, or academic year, its main goal is to measure cumulative student achievement against fixed curriculum standards, assign grades, issue certificates, and report official performance results to administrative authorities and parents.

93. (D) I, II, and III
The three primary assessment paradigms serve distinct pedagogical roles. Assessment for Learning occurs during instruction to guide teaching; Assessment as Learning leverages student reflection to build metacognition; Assessment of Learning evaluates overall achievement at course completion for grading. Recognizing all three statements reflects a complete understanding of core assessment frameworks.

94. (D) Assessment of Learning – Formative adjustments during a lesson plan
Formative adjustments made during instruction represent Assessment for Learning, not Assessment of Learning. Assessment of Learning focuses on summative, end-of-unit evaluations for grading and reporting. Thus, pairing formative lesson adjustments with Assessment of Learning is incorrect, whereas pairing board exams, classroom feedback, and reflective journals with their respective paradigms is accurate.

95. (C) Assessment as learning
When a teacher equips students to set learning goals, monitor their progress, and adjust study strategies, she actively promotes Assessment as Learning. This process emphasizes developing metacognitive awareness, self-regulation, and internal reflection, enabling learners to critically evaluate their cognitive progress and take control of their personal learning journey.

96. (C) Internal teacher-led assessment
Internal, teacher-led assessment is naturally more susceptible to evaluator subjectivity, halo effects, leniency bias, and personal preconceptions compared to standardized automated testing. Because class teachers interact daily with students, subjective impressions can unconsciously influence marking. Implementing explicit scoring rubrics, moderation procedures, and anonymized grading helps mitigate these internal assessment biases.

97. (B) Evaluates a broader range of skills continuously in familiar settings.
The key advantage of internal, school-based assessment over external examination lies in its capacity to evaluate diverse academic, practical, and social skills continuously within familiar classroom environments. It reduces test anxiety, captures real-time learning progress, and allows teachers to assess non-cognitive attributes that single-day external examinations cannot evaluate effectively.

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43. (B) detailed, analytical, and diagnostic
Diagnostic tests are constructed to be highly detailed, analytical, and diagnostic compared to general formative checks. They isolate specific sub-skills, underlying concepts, and common error patterns to identify precise sources of learning difficulty. This granular analysis provides comprehensive data needed to design individual corrective measures and specialized teaching interventions.

44. (C) A diagnostic test focusing on basic numeracy gaps
When a student experiences persistent comprehension difficulties despite routine feedback, a diagnostic test specifically targeting foundational math gaps is required. This diagnostic approach analyzes specific cognitive hurdles, pre-requisite knowledge deficits, and procedural errors in arithmetic. Identifying these root causes enables the teacher to deliver targeted remedial instruction tailored to resolving the specific misconception.

45. (B) Implementing Continuous and Comprehensive Evaluation
National educational policies introduced Continuous and Comprehensive Evaluation to shift assessment from reliance on high-stakes terminal examinations toward regular, holistic tracking of student learning. This framework integrates continuous formative feedback with comprehensive evaluation of both academic subjects and co-scholastic domains, ensuring balanced, child-centered development across all educational stages.

46. (C) The Right to Education (RTE) Act, 2009
The Right of Children to Free and Compulsory Education Act, 2009, provided statutory backing for Continuous and Comprehensive Evaluation in elementary schools across India. Under Section 29, the law explicitly mandates that curriculum and evaluation procedures must build child-friendly environments, fostering physical and cognitive development through continuous assessment without fear, stress, or anxiety.

47. (D) De-emphasize rote memorization and assess development holistically
Continuous and Comprehensive Evaluation aims to de-emphasize mechanical rote memorization by transforming assessment into an ongoing, holistic process. By evaluating both scholastic learning and co-scholastic development, it fosters critical thinking, problem-solving, and socio-emotional growth. This approach shifts classroom culture away from anxiety-inducing terminal examinations toward meaningful competency-focused learning.

48. (A) Both A and R are true and R is the correct explanation of A
The Right to Education Act mandates Continuous and Comprehensive Evaluation to reduce examination anxiety and assess learners holistically. Statutory guidelines direct academic authorities to evaluate ongoing conceptual understanding and practical application skills continuously. Thus, both statements are factually correct, with the statutory requirements providing a direct explanation for the implementation of stress-free continuous assessment.

49. (A) Regularity of assessment, diagnosis, and continuous feedback
In Continuous and Comprehensive Evaluation, "Continuous" denotes the ongoing regularity of assessment throughout the academic session. It emphasizes integrating learning assessment seamlessly into daily instruction, offering continuous feedback, diagnosing learning difficulties promptly, and delivering timely remedial support, rather than subjecting students to occasional, high-pressure, terminal examination events.

50. (B) Assessment covering scholastic and co-scholastic domains of student growth
In Continuous and Comprehensive Evaluation, "Comprehensive" signifies the holistic evaluation of all dimensions of student growth. It encompasses both scholastic areas, such as academic subjects, and co-scholastic domains, including life skills, attitudes, values, co-curricular activities, and physical education. This ensures an all-round assessment of personality development beyond purely cognitive academic testing.

51. (B) FA = 40%, SA = 60%
Under traditional Continuous and Comprehensive Evaluation models, weightage was structured to balance ongoing feedback with term evaluations. Formative Assessments contributed 40% of total academic evaluation through four assessments, while Summative Assessments accounted for 60% across two term-end examinations. This balanced distribution ensured continuous

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academic subjects, continuous evaluation uncovers unique strengths that standard paper-and-pencil tests miss, supporting balanced individual development.

71. (B) Rote learning to competency-based understanding
Continuous assessment reorients classroom focus away from passive, mechanical rote memorization toward deep, competency-based understanding. By regularly measuring student reasoning, practical skills, and conceptual application in diverse contexts, continuous evaluation ensures that learning emphasizes meaningful comprehension, problem-solving abilities, and functional competencies applicable beyond textbook recall.

72. (B) It increased teacher workload and paperwork at the expense of teaching.
A primary criticism of continuous evaluation schemes was the substantial increase in administrative workload and record-keeping placed on teachers. Elaborate documentation, extensive portfolio maintenance, and detailed report filing often diverted valuable time away from classroom instruction, causing teacher burnout and prompting administrative reforms to streamline evaluation procedures.

73. (D) I, II, and III
Implementing continuous evaluation encountered major structural challenges, including insufficient teacher training on formative tools, high student-teacher ratios hindering individual observation, and the commercialization of project work where commercially produced assignments bypassed authentic learning. Recognizing all three factors highlights the systemic obstacles faced during large-scale educational assessment reforms.

74. (C) Regular, formative, and competency-based assessment.
Modern national educational frameworks emphasize transforming assessment systems toward regular, formative, and competency-based models. These policies prioritize assessing higher-order cognitive skills, critical thinking, and conceptual application. By shifting focus away from high-stakes terminal examinations, contemporary assessment designs promote continuous, meaningful feedback that directly supports student learning and skill mastery.

75. (B) PARAKH
PARAKH, standing for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development, was established as India's national assessment center. Operating under the Ministry of Education, it sets standard norms, standards, and guidelines for student assessment and evaluation across all recognized school boards, ensuring uniformity and quality in learning assessments.

76. (A) Holistic, 360-degree Progress Card
Progressive educational guidelines mandate redesigning traditional student report cards into holistic, 360-degree progress cards. Instead of displaying only isolated numerical subject marks, this redesigned format provides a comprehensive, multidimensional representation of learner progress, incorporating cognitive, affective, and psychomotor development alongside peer assessments, self-reflections, and qualitative teacher feedback.

77. (C) Cognitive, affective, and psychomotor domains
The Holistic Progress Card captures learner growth comprehensively across all three primary domains of educational taxonomy: cognitive, affective, and psychomotor. By assessing intellectual knowledge, emotional attitudes and values, and physical or practical motor skills, the card provides an all-inclusive reflection of a student's total growth, avoiding narrow academic specialization.

78. (B) Inclusion of self, peer, and teacher assessment
In educational evaluation, a 360-degree assessment explicitly incorporates feedback from multiple perspectives surrounding the learner. It integrates self-assessment, peer feedback, teacher evaluations, and parental observations. Gathering diverse insights creates a comprehensive, objective profile of student competencies, social interactions, personal character, and academic development, reducing individual evaluator bias.

79. (A) I and II only
The Holistic Progress Card acts as a vital communication link between home and school while tracking longitudinal student progress across multiple developmental areas over time. It actively involves parents and avoids relying solely on terminal examinations. Therefore, serving as a communication channel and

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grading. Student percentage marks were converted into letter grades using fixed, predetermined percentage ranges. This approach eliminated direct rank competition among peers, reduced exam-related stress, and provided clear benchmarks for individual academic achievement.

62. (C) 91 - 100
In the standard nine-point absolute grading scale utilized for scholastic subjects in Indian secondary education, the highest grade, A1, corresponds to a marks percentage range of 91 to 100. Achieving this top grade reflects exceptional mastery of subject content, outstanding critical understanding, and overall excellence across course learning objectives.

63. (B) High achievement in co-scholastic domains
A unique feature introduced in holistic continuous evaluation schemes was the provision to upgrade scholastic grades based on superior achievement in co-scholastic domains. Students who demonstrated excellence in life skills, co-curricular activities, and physical education earned grade points that could upgrade lower performance in academic subjects, incentivizing all-round student participation.

64. (B) 9.5
To convert a Cumulative Grade Point Average (CGPA) into an indicative percentage of marks under standard secondary school evaluation frameworks, the CGPA is multiplied by a standardized conversion factor of 9.5. This factor was statistically derived to align cumulative grade performance with traditional raw score percentage distributions for administrative and admission purposes.

65. (A) Reduce student stress and unhealthy academic competition
Replacing numerical marks with a system of letter grades aims primarily to diminish academic anxiety and reduce hyper-competitive pressure among students. Grading minimizes subtle, insignificant score differences, eliminates unhealthy peer comparison, and shifts educational focus toward genuine learning progress and skill acquisition within supportive, stress-free learning environments.

66. (B) The School Principal / Head of Institution
The school principal or head of institution acts as the primary pedagogical leader responsible for guiding and overseeing continuous evaluation. The principal ensures aligned implementation of assessment policies, provides necessary instructional resources, supports teacher professional development, monitors assessment fairness, and fosters an institutional culture conducive to holistic student evaluation.

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67. (B) Explain that a portfolio purposefully collects student work to show efforts, progress, and achievements.
School leaders must clarify that student portfolios are valuable pedagogical tools rather than redundant administrative paperwork. A portfolio provides a deliberate, continuous collection of authentic student work that documents effort, learning progress, self-reflection, and academic growth over time. Educating staff on its developmental value helps align instructional practice with meaningful holistic assessment goals.

68. (A) Both A and R are true and R is the correct explanation of A
When different teachers evaluate multiple class sections, score moderation becomes essential to ensure evaluation parity and eliminate inter-rater variability. Moderation adjusts for differences in evaluator strictness, ensuring uniform grading standards across all student groups. Thus, both statements are correct, and the need for evaluation fairness directly justifies conducting systematic score moderation.

69. (C) They receive specific accommodations like extra time, scribes, and adapted tools.
Inclusive evaluation mandates that Children with Special Needs receive appropriate assessment accommodations to ensure equity. These provisions include granting extra time, providing qualified scribes, utilizing assistive technologies, and adapting assessment formats. Such reasonable accommodations eliminate structural barriers, enabling students with disabilities to demonstrate their true academic competence on an equal basis with peers.

70. (B) Identifying latent student talents in non-cognitive areas
A major benefit of continuous and comprehensive evaluation is its capacity to identify latent student talents across non-cognitive and co-scholastic domains. By assessing creative, artistic, athletic, and interpersonal skills alongside traditional

assessment alongside standardized evaluation of cumulative achievement.

52. (A) Core academic subjects like Languages, Science, and Mathematics
The scholastic domain within continuous evaluation focuses specifically on core subject areas of the curriculum, including Languages, Mathematics, Science, and Social Sciences. Evaluation in these academic disciplines assesses subject-specific knowledge, conceptual understanding, critical thinking, and application skills using various direct written, oral, and practical assessment tools throughout the year.

53. (D) I, II, and III
Evaluating the scholastic domain under comprehensive evaluation involves diverse assessment tools to capture distinct facets of academic growth. Assignments, projects, quizzes, debates, and written tests collectively measure subject mastery, research skills, verbal expression, and analytical capabilities. Utilizing all these varied instruments ensures a valid and comprehensive assessment of academic achievement.

54. (B) A1 to E2
The standard scholastic grading framework adopted by school boards for continuous evaluation utilizes a nine-point scale ranging from A1 down to E2. This scale categorizes student achievement based on pre-defined marks ranges, where A1 represents top-tier academic performance and E2 indicates performance requiring significant academic improvement and remediation.

55. (C) D
On the standard nine-point scholastic grading scale ranging from A1 to E2, grade D represents the minimum qualifying grade required to demonstrate basic academic proficiency. Grades E1 and E2 indicate performance falling below the qualifying mark, requiring mandatory targeted remediation and re-assessment to verify achievement of minimum learning objectives.

56. (C) Life Skills, Attitudes, and Values
The co-scholastic domain of holistic evaluation focuses on non-academic dimensions of learner development. It explicitly includes life skills, personal attitudes, moral values, emotional well-being, and participation in co-curricular activities. Unlike cognitive subject areas like Mathematics or Science, co-scholastic evaluation assesses personal character, social adaptability, and physical development.

57. (B) 5-point scale
In traditional continuous evaluation systems, co-scholastic areas—including life skills, work education, visual arts, and physical activities—were typically evaluated using a 5-point grading scale ranging from A to E. This qualitative grading structure provided descriptive indicators of student development in non-academic domains without applying numeric mark calculations.

58. (D) Thinking, Social, and Emotional skills
Assessment of life skills within the co-scholastic domain focuses on three primary categories: thinking skills, social skills, and emotional skills. Thinking skills emphasize critical and creative problem-solving; social skills address interpersonal communication and empathy; emotional skills focus on self-awareness and stress management, fostering balanced, well-rounded personal development.

59. (D) I, II, III, and IV
Co-scholastic domains encompass all non-academic areas essential for holistic child development. Visual and performing arts, work education, student attitudes toward teachers and peers, as well as health and physical education, represent recognized co-scholastic areas. Evaluating all four domains ensures that personal, social, creative, and physical growth are monitored alongside academic learning.

60. (B) Anecdotal records and observation schedules
Evaluating affective qualities such as student attitudes and values requires qualitative, observational assessment tools. Anecdotal records and structured observation schedules allow teachers to systematically document specific behavioral incidents, peer interactions, and contextual actions over extended periods. These observational methods yield authentic evidence of personal character and social development that paper tests cannot capture.

61. (A) Absolute grading based on predetermined marks ranges
Under the Continuous and Comprehensive Evaluation framework, grading in scholastic subjects was primarily structured on absolute

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tracking longitudinal growth correctly describe the primary functions of this card.

80. (B) Corporate Human Resources
The concept of 360-degree feedback originated within corporate human resource management to evaluate employee performance using multi-source feedback from supervisors, colleagues, direct reports, and self-appraisals. Adapted into education, this multi-perspective model provides a balanced, comprehensive assessment of student learning, personal development, and social competencies from multiple observational angles.

81. (B) Ensuring that peer and self-assessments are objective and unbiased.
A primary challenge when implementing 360-degree assessment in schools is ensuring objectivity and consistency in self and peer evaluations. Students often lack evaluative experience, leading to bias driven by personal friendships, social dynamics, or inaccurate self-perception. Overcoming this requires structured teacher scaffolding, clear scoring criteria, and explicit training in objective self-reflection.

82. (B) Students evaluate classmates' work against clear criteria.
Peer assessment is a collaborative evaluation process in which learners analyze, review, and offer constructive feedback on their classmates' academic work using established performance criteria. This practice actively engages students in the learning process, encourages critical reflection, deepens understanding of assessment standards, and develops evaluative skills through collaborative learning interactions.

83. (B) It builds critical thinking and deepens understanding of assessment criteria.
Integrating peer assessment in the classroom offers significant cognitive benefits by developing critical thinking, metacognitive awareness, and analytical skills. Evaluating peers' work against structured standards requires students to internalize learning criteria, identify errors, and analyze varying problem-solving strategies, which in turn enhances their own academic performance and self-monitoring capabilities.

84. (C) Co-create clear, objective scoring rubrics with the students before the assessment.
To minimize friendship bias and subjective scoring in peer assessment, educators should co-create clear, objective rubrics alongside students prior to evaluation. Involving learners in defining criteria helps them understand performance expectations clearly, shifts focus toward evidence-based feedback, and ensures that peer evaluations remain fair, consistent, and instructionally meaningful.

85. (B) Metacognition
Self-assessment is intrinsically linked to metacognition—the ability to monitor, evaluate, and regulate one's own thinking and learning processes. When students reflect on their work, identify knowledge gaps, and evaluate their progress against standards, they develop metacognitive awareness, becoming self-directed, autonomous learners capable of adjusting their study strategies independently.

86. (C) Assessment as Learning
Self-assessment is the cornerstone of Assessment as Learning. In this paradigm, students act as active, critical assessors of their own learning journey. By monitoring their progress, reflecting on study strategies, and setting personal learning goals, learners develop metacognitive autonomy, internalize quality standards, and take direct ownership of their cognitive growth.

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87. (B) Reflective journals, checklists, and self-ratings
Self-assessment is facilitated through reflective journals, criteria checklists, and self-rating scales. These structured tools encourage learners to evaluate their understanding, track project progress, and articulate personal learning needs. Utilizing these qualitative self-evaluation instruments promotes metacognitive reflection, empowers students to identify study gaps, and enhances personal responsibility for academic growth.

88. (A) Both A and R are true and R is the correct explanation of A
Effective self-assessment requires initial teacher scaffolding and structured guidance because students do not naturally possess the objective evaluative skills needed to judge their own performance accurately. Explicit instruction on criteria usage and reflective strategies is essential.

learning gaps are resolved before proceeding to new instructional content.

17. (B) It is highly structured and used for assigning final course grades.
Formative evaluation is characterized by continuous, flexible, and low-stakes assessment designed to provide immediate feedback during instruction. Highly structured tests used primarily for assigning final grades or official certifications belong to summative evaluation. Formative assessment prioritizes instructional improvement and learning support rather than formal grading, terminal judgments, or rigid administrative documentation of student achievement.

18. (D) Identify the gap between current understanding and desired learning goals.
In formative evaluation, feedback serves to highlight the discrepancy between a learner's current state of understanding and expected learning objectives. By identifying specific cognitive gaps, feedback guides both educators and students toward targeted corrective actions. This constructive information supports self-regulation, optimizes instructional strategies, and enables actionable steps toward achieving complete conceptual mastery.

19. (C) I, II, and IV
Formative evaluation takes place throughout the teaching-learning process, evaluates instructional effectiveness, and focuses on mastering discrete content units. It does not aim to certify learners or award terminal grades, as certification is strictly the function of summative evaluation. Thus, ongoing monitoring, instructional reflection, and short-term learning checks represent correct characteristics of formative evaluation.

20. (C) Oral questioning and interactive discussions
Oral questioning and classroom discussions serve as ideal tools for formative evaluation in primary education. These informal, interactive strategies allow teachers to assess young learners' thinking processes, check conceptual understanding in real time, and deliver immediate encouragement without instilling test anxiety. Such approaches provide flexible opportunities for active engagement and ongoing instructional adjustment.

21. (B) Document continuous behavioral and academic changes in classroom settings.
Observation schedules and anecdotal records are qualitative observational tools used in formative assessment to track continuous behavioral, social, and cognitive development. They capture rich, context-specific evidence of student engagement, skill application, and peer interactions during daily classroom routines, helping educators gain a comprehensive understanding of individual growth beyond standardized written examination scores.

22. (D) They visually map understanding and misconceptions of relationships between concepts.
Concept maps serve as powerful formative evaluation tools by providing visual representations of how learners organize and connect ideas. They enable teachers to observe cognitive structures, spot specific conceptual gaps, and detect misconceptions regarding key relationships. Visualizing these mental models facilitates targeted instructional feedback, helping students deepen conceptual links and construct accurate knowledge networks.

23. (A) Formative assessment
Exit slips are concise, informal prompts completed by students at the end of a lesson to summarize key takeaways or express remaining uncertainties. This technique provides teachers with rapid feedback regarding class-wide comprehension, enabling them to evaluate lesson efficacy and adapt subsequent instruction. Consequently, exit slips function as a practical and effective formative assessment method.

24. (D) "It should be integrated continuously into daily teaching and learning activities."
Formative assessment is most effective when seamlessly embedded into daily teaching and learning activities. Rather than being treated as periodic, formal testing events, continuous assessment allows teachers to monitor learner understanding constantly through questioning, observation, and interactive tasks. This ongoing integration ensures timely instructional adaptations and provides continuous learning support for every student.

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98. (B) Moderation
To address potential grade inflation, inter-school variance, and subjective evaluator bias in internal school assessments, examination authorities conduct score moderation. Moderation uses statistical adjustments, sampling checks, or standardizing criteria to align grading standards across institutions, ensuring fairness, consistency, and comparable value across internal assessment scores.

99. (B) I, II, and IV
Purely external examination systems present notable drawbacks, including encouraging teaching to the test, generating severe student stress, and capturing only single-day performance snapshots. Furthermore, external written tests fail to evaluate co-scholastic domains like life skills or personal values. Thus, instructional narrowing, test anxiety, and limited snapshot evaluation represent valid limitations.

100. (B) 80 Marks Theory - 20 Marks Internal
Standard secondary school evaluation structures commonly allocate 80 marks to end-of-year external theory examinations and 20 marks to school-based internal assessment. This 80:20 distribution balances standardized external evaluation of subject mastery with continuous, internal tracking of student portfolios, periodic pen-paper tests, subject enrichment activities, and continuous classroom engagement.

101. (D) Open Book Board Examination
Standard 20-mark internal assessment frameworks comprise periodic pen-paper tests, multiple diverse assessments like quizzes or oral tests, portfolio evaluations, and subject enrichment activities. Open book board examinations represent external terminal testing formats rather than internal assessment components. Thus, open book exams do not form part of internal assessment marks structures.

102. (B) Competency-based integrated questions (MCQs and case studies)
In shifting toward competency-based evaluation, examination boards have systematically increased the proportion of application-oriented, integrated questions, such as case-based items, source-analysis questions, and real-world multiple-choice tasks. These questions move assessment away from mechanical definition recall toward evaluating analytical reasoning, critical thinking, and problem-solving abilities.

103. (C) 50%
Modern secondary education examination frameworks aim for approximately 50% weightage assigned to competency-based questions in final examinations. This policy shift ensures that half of the evaluation measures higher-order thinking skills, application of knowledge, critical analysis, and real-world problem-solving rather than traditional factual memorization or textbook repetition.

104. (B) Supplementary Examination
Under modern supportive assessment frameworks designed to minimize student stigma, examinations organized for learners to clear unpassed subjects are officially designated as supplementary examinations. This terminology emphasizes providing constructive secondary opportunities for skill mastery and academic progression, replacing older, negatively labeled terms that induced exam anxiety and social stigma.

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105. (C) To assess higher-order thinking like analysis and application rather than factual recall.
The primary pedagogical objective of Open Text Based Assessment is to shift learning focus from raw factual memorization toward higher-order cognitive skills. By providing reference materials during examinations, this assessment model evaluates a student's ability to analyze information, synthesize concepts, critically process data, and solve complex problems.

106. (B) Application, synthesis, and critical thinking
Questions in an open book examination must be crafted specifically to assess higher-level cognitive skills, such as concept application, information synthesis, and critical evaluation. Because students have access to textbooks and notes, items should present novel scenarios or complex problems that cannot be resolved through simple text copying or definition lookup.

107. (A) Crafting complex, novel scenario-based questions rather than recall items.
A major challenge in designing effective open book examinations lies in crafting complex, original scenario-based questions that test analytical thinking rather than factual recall. Test developers must create questions that

of moderate difficulty that distinguish student capabilities effectively.

165. (B) Grade 3
Foundational literacy and numeracy evaluation target universal skill acquisition by the end of Grade 3. National educational frameworks emphasize that acquiring basic reading, writing, and arithmetic skills by Grade 3 is critical, as it forms the foundational cognitive bedrock necessary for all future learning and academic success across higher primary grades.

166. (A) Test the ability to locate, synthesize, and apply allowed reference materials.
A defining feature of Open Book Examinations is their focus on testing how effectively students locate, critically analyze, synthesize, and apply information using authorized reference materials. Rather than evaluating raw memory retention, these exams assess higher-order cognitive processing and practical problem-solving skills under time-constrained formal assessment conditions.

167. (C) Literature analysis and case studies in Law/ Economics
Open Book Examinations are particularly well suited for subjects like Literature, Law, and Economics, where assessment centers on analyzing complex scenarios, interpreting legal codes, and evaluating case studies. These domains require conceptual synthesis, critical argument construction, and contextual application rather than mechanical recall of isolated factual data or definitions.

168. (D) I, II, and III
A complete Continuous and Comprehensive Evaluation framework integrates pre-assessment, formative assessment, and summative assessment. Pre-assessment establishes initial entry baseline levels; formative assessment monitors progress continuously during instruction; summative assessment evaluates overall learning achievement at unit completion. Utilizing all three components ensures complete, longitudinal tracking of individual learner growth.

169. (C) A is true but R is false
The Holistic Progress Card replaces traditional scorecards by offering a multidimensional evaluation of student growth across cognitive, affective, and psychomotor domains. While the assertion is correct, the reason is false because cognitive development is not the sole evaluable domain; affective attitudes and psychomotor skills can also be evaluated using structured rubrics.

170. (C) Assessment as learning
Assessment as Learning emphasizes that learning extends beyond receiving information to actively monitoring and regulating one's own cognitive processes. This paradigm positions individual students as critical self-assessors who reflect on study strategies, track personal progress, and take responsibility for managing their ongoing learning, thereby fostering lifelong metacognitive development.

171. (B) A standardized guide specifying points required to award specific marks.
In board examination evaluation, a marking scheme is a standardized guideline that outlines correct answers, required key points, and mark allocation steps for evaluators. It ensures scoring uniformity, minimizes subjective examiner bias, and maintains consistent evaluation standards across thousands of written student answer scripts evaluated by different examiners.

172. (B) The extent to which a test measures a specific psychological trait or construct.
Construct Validity refers to the degree to which an assessment tool accurately measures a specific theoretical construct, psychological attribute, or abstract trait, such as intelligence, critical thinking, or anxiety. Establishing construct validity requires empirical and theoretical evidence confirming that the test scores reflect the underlying psychological construct intended.

173. (D) I, II, III, and IV
A student portfolio comprises four valid components: artifacts showing direct work samples; reproductions capturing project photos or recordings; attestations including teacher and parent observations; and productions containing goal statements and reflective entries. Incorporating all four elements provides a rich, multi-perspective narrative documenting student efforts, growth, and academic achievement over time.

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to deliver detailed diagnostic feedback across specific dimensions of performance. By breaking down assignments into clear criteria, teachers help students pinpoint exact areas of cognitive weakness, guiding targeted improvements and fostering self-directed learning during the instructional process.

118. (B) Criteria, performance levels, and descriptors
The standard structural components of a scoring rubric comprise criteria, performance levels, and descriptors. Criteria define the specific dimensions being assessed; performance levels outline the rating scale; descriptors detail the concrete qualities expected at each performance level, ensuring objective, consistent, and transparent evaluation across subjective assignments.

119. (B) Highly recommended, as it clarifies performance expectations.
Sharing grading rubrics with students before they commence an assignment is highly recommended in modern pedagogy. Transparent rubrics clarify quality expectations, demystify assessment standards, and guide student efforts during project execution. Access to criteria beforehand encourages self-regulation, enables peer feedback, and aligns student work directly with intended learning objectives.

120. (A) Both A and R are true and R is the correct explanation of A
Utilizing well-constructed rubrics significantly enhances the objectivity and scoring reliability of subjective tasks like essays or projects. Rubrics establish explicit criteria and detailed level descriptors that minimize evaluator bias and grading variance. Thus, both statements are correct, and the presence of concrete descriptors directly explains why rubrics increase assessment reliability.

121. (B) Head of the School
The ultimate institutional responsibility for maintaining the integrity, fairness, and standards of internal examinations rests with the head of the school or principal. As the primary academic administrator, the head ensures assessment quality, monitors evaluation fairness, enforces exam protocols, and leads faculty implementation of continuous evaluation policies.

122. (B) A student using a rubric to self-evaluate draft work and plan improvements.
A student utilizing a rubric to self-evaluate draft work and plan personal improvements perfectly illustrates Assessment AS Learning. This paradigm positions the learner as the active monitor of their cognitive process, using reflective tools to assess understanding, identify areas for refinement, and take responsibility for managing their own educational progress.

123. (A) Constructivism
Formative evaluation aligns closely with constructivist learning theory, which views knowledge acquisition as an active, continuous process of constructing understanding. By providing ongoing, diagnostic feedback during instruction, formative assessment helps learners identify cognitive discrepancies, adjust mental models, and actively build deeper conceptual knowledge within supportive, interactive learning environments.

124. (C) Corrective feedback
When teachers record test marks without providing explanatory remarks or reviewing errors in class, corrective feedback is missing. Formative assessment relies on timely, qualitative feedback that clarifies student errors and guides instructional adjustments. Merely recording scores without diagnostic feedback converts potential formative checks into unproductive administrative exercises.

125. (B) Summative, rote-based to formative, competency-based assessment.
The fundamental shift in modern assessment philosophy moves away from traditional summative, rote-memorization testing toward formative, competency-based evaluation. Contemporary approaches prioritize continuous feedback, critical reasoning, real-world application, and holistic skill development, ensuring that assessment directly supports dynamic learning processes rather than serving merely as terminal academic gatekeeping.

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126. (B) Differentiated and adapted to individual student capacities.
When evaluating Children with Special Needs, assessment strategies must be differentiated and adapted to align with individual student capacities and learning profiles. Inclusive assessment incorporates flexible timing, modified

testing instruments, assistive technologies, and personalized rubrics, ensuring fair opportunities for all learners to demonstrate their competencies without structural barriers.

127. (B) Change the teaching methodology or reteach the concept
When diagnostic assessment reveals that a majority of students fail to grasp a fundamental concept, it signals a need to modify instructional methodology or reteach the material using alternative strategies. Evaluation data should inform teaching practice, prompting educators to address widespread misconceptions before attempting to introduce new content.

128. (C) A is true but R is false
Continuous and Comprehensive Evaluation was modified or discontinued in its original format by various school boards due to implementation hurdles, heavy administrative paperwork, and inconsistent teacher training. The assertion is correct; however, the reason is false because schools faced significant challenges with subjective grading rather than implementing continuous assessment uniformly without bias.

129. (B) Formative occurs during instruction; Summative occurs at the end.
Regarding the timing of implementation, formative evaluation takes place continuously during the instructional process to monitor progress and adapt teaching. Conversely, summative evaluation is conducted at the conclusion of an instructional unit, course, or academic year to measure final cumulative achievement and issue official certifications or terminal grades.

130. (A) NCF-SE 2023
The National Curriculum Framework for School Education 2023 outlines comprehensive guidelines for multidimensional assessment aligned with the 5+3+3+4 structural stages. It details stage-appropriate evaluation strategies ranging from play-based observations in the Foundational Stage to formal, competency-focused assessment models in the Secondary Stage of schooling.

131. (B) Play-based, activity-oriented observation
According to the National Curriculum Framework for School Education 2023, assessment during the Foundational Stage (ages 3–8) must be play-based, activity-oriented, and observational. Young children should not undergo formal written examinations; instead, teachers continuously record developmental progress, social interactions, and motor skills using qualitative observation tools in stress-free environments.

132. (A) Formal written exams on abstract concepts alongside formative checks.
In the Middle Stage (Grades 6–8), assessment frameworks introduce formal written examinations covering abstract concepts alongside continuous formative assessments. This transition balances structured evaluation of academic subject knowledge with ongoing instructional feedback, helping students adapt to formal assessment formats while reinforcing conceptual understanding across diverse subject disciplines.

133. (A) I and II only
PARAKH functions as the national assessment center tasked with establishing guidelines, norms, and standards for student assessment across school boards in India. It does not conduct university entrance examinations, which remain under the purview of higher education testing bodies. Thus, its full expansion and standard-setting role correctly define PARAKH's mandate.

134. (C) Rubric-based observation during group projects.
Evaluating collaboration and teamwork effectively requires observational assessment supported by structured rubrics during group projects. Because interpersonal dynamics, active communication, and cooperative problem-solving are practical skills, they cannot be measured accurately through written tests. Rubric-based observation provides objective criteria to evaluate individual contributions within collaborative team settings.

135. (B) Social relationships, peer acceptance, and classroom group dynamics.
A sociogram is a visual diagram used in socio-metric assessment to depict social relationships, peer choices, and group dynamics within a classroom. Teachers utilize sociograms to identify social structures, informal student leaders, isolated individuals, and peer acceptance patterns, providing valuable insights to support inclusive classroom management and personal development.

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136. (B) Include source-based questions requiring analysis and inference.
To transition social science assessments toward a competency-based model, educators should incorporate source-based questions that require critical analysis, evidence interpretation, and historical inference. Moving away from pure recall of names and dates encourages students to evaluate historical context, draw logical conclusions, and apply analytical reasoning skills to complex real-world situations.

137. (A) Formative and Summative Evaluation – Michael Scriven
Michael Scriven introduced the fundamental distinction between formative and summative evaluation in 1967. Other pairings in the options misattribute educational theories: Bloom developed the Taxonomy of Educational Objectives, Gardner proposed Multiple Intelligences, and Vygotsky developed the Socio-Cultural Theory. Therefore, pairing Scriven with formative and summative evaluation represents the correct historic pairing.

138. (B) Validity
Validity is the technical quality of an assessment tool that indicates the degree to which it accurately measures what it is intended to measure. High validity ensures that test items align directly with specific learning objectives, yielding sound, meaningful, and contextually appropriate interpretations of student achievement.

139. (A) I, II, and III
Scoring rubrics, student portfolios, and anecdotal records serve as direct tools and methods for recording student performance during continuous evaluation. A test blueprint, however, is a structural planning tool used to design examination papers rather than a record-keeping instrument. Thus, rubrics, portfolios, and anecdotal records accurately represent evaluation recording tools.

140. (B) A test specification table detailing weightage for objectives, content, and question types.
In educational evaluation, a blueprint is a structural matrix or test specification table. It details the weightage allocated to specific learning objectives, curriculum units, and question formats (such as objective, short answer, and essay items). Constructing a blueprint ensures balanced test design and guarantees comprehensive content validity across the examination.

141. (A) Content validity
Developing a blueprint prior to constructing a summative test ensures content validity. The blueprint aligns test items proportionally with learning objectives and curriculum topics, ensuring that the examination represents the taught curriculum accurately without over-emphasizing or neglecting specific content areas, resulting in a fair and balanced evaluation instrument.

142. (B) Objectivity
Using objective-type tests eliminates individual evaluator bias during scoring, thereby enhancing the test's objectivity. A test possesses high objectivity when different evaluators scoring the same student response arrive at identical marks. Clear, unambiguous scoring keys ensure that personal teacher opinions or subjective impressions do not affect student scores.

143. (A) Both A and R are true and R is the correct explanation of A
Continuous and Comprehensive Evaluation emphasizes regular monitoring without requiring daily written tests. Effective continuous assessment is integrated seamlessly into routine classroom activities through questioning, observation, and collaborative tasks. Both statements are correct, and the ability to weave assessment into daily teaching explains why written tests need not be administered daily.

144. (B) Co-scholastic grades indicate aptitudes separately and do not aggregate with core subjects for stream allocation.
Under standard evaluation guidelines, co-scholastic subjects like Art Education are reported separately using qualitative grades to indicate personal aptitudes and creative development. These grades are not mathematically aggregated into the academic core subject percentage used for stream allocation, ensuring that academic stream decisions depend directly on mastery in relevant core subjects.

145. (B) Certification via norm-referenced or absolute grading
Assessment of Learning is primarily associated with formal certification using norm-referenced

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prevent direct textbook copying, requiring significant effort to construct valid items that accurately assess deep conceptual application and reasoning.

108. (D) A is false but R is true
Open book examinations do not automatically guarantee higher student scores; in fact, students relying on memorization often find them challenging. These exams require deep conceptual understanding, critical analysis, and information application rather than simple text retrieval. Thus, while the reason correctly explains the nature of open book exams, the assertion is false.

109. (B) Applying acquired knowledge, skills, and attitudes in real-world contexts.
Competency-based assessment focuses on evaluating how effectively learners apply acquired knowledge, practical skills, and appropriate attitudes to solve problems in real-world contexts. Rather than testing abstract theory or rote memory retention, it measures concrete performance standards and functional capabilities, ensuring students demonstrate real mastery of learning outcomes.

110. (A) NIPUN Bharat
NIPUN Bharat, launched by the Ministry of Education, serves as the national mission and assessment framework dedicated to foundational literacy and numeracy. It establishes targeted learning benchmarks to ensure that every primary student achieves essential reading, writing, and foundational mathematics skills by the conclusion of Grade 3.

111. (B) Structured Assessment for Analyzing Learning
SAFAL stands for Structured Assessment for Analyzing Learning. Introduced as a competency-based assessment framework, SAFAL evaluates core learning progress and foundational competencies across key educational stages. It provides diagnostic data to schools and educational systems to improve teaching-learning processes, moving away from high-stakes testing toward developmental assessment.

112. (B) Grades 3, 5, and 8
Key stage assessments like SAFAL are conducted at the conclusion of Grades 3, 5, and 8. These milestone assessments track student attainment of foundational literacy, numeracy, and core competencies at critical educational transitions, providing systemic diagnostic data to refine instructional practices without placing high-stakes exam pressure on individual learners.

113. (A) I and II only
Competency-Based Assessment is strongly criterion-referenced, evaluating student performance against explicit mastery standards while emphasizing authentic real-world problem solving. It relies heavily on formative feedback to guide student learning. Thus, being criterion-referenced and utilizing authentic performance tasks correctly characterize this framework, whereas ignoring formative feedback is incorrect.

114. (B) A scoring guide detailing criteria and quality levels for assessment.
A rubric is a structured scoring guide used to evaluate student performance across subjective assignments like essays, oral presentations, or projects. It outlines explicit criteria alongside descriptive performance levels, enabling evaluators to assess work consistently and objectively while providing clear qualitative expectations and diagnostic feedback to learners.

115. (B) Evaluates distinct criteria separately rather than providing one total score.
An analytic rubric differs from a holistic rubric by evaluating distinct criteria or performance dimensions individually rather than assigning a single composite score. By scoring components such as structure, content, and mechanics separately, an analytic rubric provides detailed, actionable diagnostic feedback, helping students identify specific strengths and areas needing revision.

116. (B) Holistic rubric
When an evaluator assigns a single composite score based on an overall impression of a project, without scoring individual sub-criteria separately, a holistic rubric is being utilized. Holistic rubrics offer an efficient, overall judgment of quality, which is useful for summative scoring when detailed diagnostic feedback across sub-skills is unnecessary.

117. (B) It provides detailed diagnostic feedback across specific dimensions of performance.
The primary advantage of using an analytic rubric in formative assessment is its capacity

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155. (B) Analytic Rubric
A rubric that evaluates an essay across distinct criteria—such as grammar, content, organization, and creativity—and assigns individual scores for each criterion is an analytic rubric. Analytic rubrics break down performance into separate components, delivering granular diagnostic feedback that highlights specific student strengths and target areas for writing improvement.

156. (B) The student's peer group
In a 360-degree holistic progress card, peers act as active non-traditional stakeholders in the evaluation process. Integrating peer assessment alongside teacher scoring and self-reflection offers a broader perspective on student collaboration, social skills, and team contributions, promoting a balanced and comprehensive understanding of overall student development.

157. (B) Assessment as Learning
Assessment as Learning encourages students to actively reflect on their understanding by asking questions regarding their current progress and required next steps. This paradigm emphasizes metacognitive self-regulation, enabling learners to monitor their cognitive growth, identify learning gaps, and adjust study strategies autonomously to achieve target learning goals.

158. (C) Assessing deep creative writing and synthesis skills
Assessing deep creative writing and original synthesis skills is a recognized limitation of Multiple Choice Questions. While MCQs offer broad syllabus coverage, objective scoring, and rapid automated grading, they cannot evaluate complex written expression, original argumentation, or creative synthesis skills as effectively as open-ended essay questions or performance tasks.

159. (A) Both A and R are true and R is the correct explanation of A
Short-answer and essay questions remain indispensable in evaluation because they measure higher-order cognitive skills, such as original synthesis, critical argument construction, and written communication. Multiple choice items cannot easily capture these expressive abilities. Thus, both statements are correct, and the unique capability of essay items directly justifies their continued classroom usage.

160. (C) Use a pre-determined analytical scoring rubric
To increase reliability and minimize evaluator subjectivity when grading essay questions, teachers should utilize a pre-determined analytical scoring rubric. Establishing explicit criteria, key answer points, and level descriptors ensures consistent scoring standards across all student scripts, mitigating biases related to handwriting, student identity, or evaluator fatigue.

161. (B) Very easy (90% answered correctly)
In item analysis, the Difficulty Index represents the proportion of examinees who answered a specific question correctly. A p-value of 0.90 indicates that 90% of test-takers passed the item, meaning the question is very easy. Higher p-values indicate easier test items, whereas lower values designate more difficult questions.

162. (A) Distinguishing between high-scoring and low-scoring students on a test.
The Discrimination Index in test construction measures how effectively a test item differentiates between high-achieving students and low-achieving students. A high positive discrimination value indicates that examinees who performed well on the overall test answered the item correctly significantly more often than lower-performing examinees, ensuring strong test item validity.

163. (A) High-performing students got it wrong more often than low-performing students
A negative discrimination index indicates a flawed test item where low-performing students answered correctly more frequently than high-performing students. This unexpected anomaly often signals ambiguous question phrasing, misleading option distractors, or an incorrect answer key, necessitating immediate item revision or complete removal from the standardized test bank.

164. (C) The test is too easy and fails to differentiate student performance.
When most test questions exhibit a difficulty index of 0.95 alongside a discrimination index near zero, the test is excessively easy and fails to differentiate between high and low achievers. The principal should advise the department to revise the test paper by incorporating items

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or absolute grading systems. Conducted at the end of an instructional period, its main objective is to measure cumulative achievement, award terminal grades, and document performance levels for official reporting, institutional placement, and academic certification.

146. (C) Reliability
Reliability refers to the consistency and stability of test scores obtained by the same individuals when re-evaluated under similar conditions using the same test or parallel test forms. A reliable assessment instrument minimizes measurement error, ensuring that student results remain dependable and consistent across repeated test administrations.

147. (B) A doctor running lab tests to find the root cause of an illness.
A diagnostic test in education is analogous to a doctor conducting laboratory tests to identify the underlying cause of an illness. Both processes investigate specific symptoms, drill down to identify precise root causes or cognitive gaps, and gather analytical evidence required to formulate appropriate, targeted treatment or remedial instructional plans.

148. (B) A chef tasting soup while cooking to adjust seasoning.
Formative evaluation is frequently compared to a chef tasting soup while cooking to adjust the seasoning. This analogy highlights the ongoing, process-oriented nature of formative assessment, where information is gathered during preparation to make real-time adjustments, ensuring the final outcome meets established quality standards before instruction ends.

149. (D) A is false but R is true
Rote memorization of textbook definitions does not guarantee high performance in competency-based assessment, making the assertion false. Competency-based evaluation prioritizes testing how effectively learners apply acquired knowledge and skills to solve real-world problems. Therefore, while the reason accurately describes the application focus of competency-based evaluation, the assertion is incorrect.

150. (B) Examination boards may request records for verification and moderation.
Schools are required to maintain internal assessment records for specified periods so examination boards can access them for verification, quality audits, and score moderation. Preserving evidence such as student portfolios, mark ledgers, and answer scripts ensures institutional transparency, prevents arbitrary grade inflation, and verifies that school-based grading follows standard procedures.

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151. (C) Mandatory pass/fail board exams in primary classes
Mandatory pass/fail board examinations in primary classes directly contradict the principles of progressive elementary education. Child-centered frameworks prioritize stress-free, continuous formative assessment, avoiding early academic detention or high-stakes testing. Progressive approaches focus on supporting individual learning growth through constructive feedback rather than enforcing rigid pass/fail barriers in early childhood.

152. (B) States may hold examinations in Classes 5 and 8 and provide re-examination opportunities before detention decisions.
Amended provisions regarding evaluation and detention allow state governments to hold regular examinations at the end of Classes 5 and 8. If a student fails, the institution must provide targeted remedial instruction and a re-examination opportunity within two months before making any formal decisions regarding grade detention.

153. (B) II and III only
When a student fails a regular examination in Class 8, providing remedial instruction and offering a re-examination opportunity within two months are legally compliant and pedagogically sound actions. Expelling the student is strictly prohibited under educational rights frameworks. Thus, offering targeted remediation and conducting a re-examination represent appropriate supportive actions.

154. (A) Evaluator tendency to rate a student high in one area due to a positive overall impression.
The Halo Effect describes a cognitive evaluator bias where an overall positive impression of a student influences the teacher to rate that student favorably across unrelated specific areas. This bias distorts assessment objectivity, leading to inflated scores based on personal perception rather than objective evidence of performance against defined criteria.

174. (B) It is time-consuming and often lacks inter-rater reliability.
A primary limitation of portfolio assessment is that it demands significant time from teachers to assemble, review, and evaluate systematically. Furthermore, because portfolio items are highly qualitative and diverse, achieving consistent inter-rater reliability across different evaluators is difficult without implementing rigorous scoring rubrics and standardized moderation procedures.

175. (A) Knowledge, skills, and values
In competency-based assessment, a competency represents an integrated combination of domain knowledge, practical skills, and ethical values or attitudes. Demonstrating competency requires not only understanding theoretical concepts but also applying practical skills and maintaining appropriate values when solving complex, real-world problems across diverse learning and professional situations.

176. (C) Mandate objective rubrics and portfolio evidence, warning against grade inflation.
When an educator inflates internal grades to guarantee pass results, the principal must intervene by mandating objective scoring rubrics and portfolio evidence. Unjustified grade inflation compromises assessment integrity and conceals learning gaps. Requiring concrete evidence and standardized criteria ensures that internal marks accurately reflect genuine student achievement and competence.

177. (B) Evaluate system health by assessing learning outcomes at key grades nationally.
The primary objective of large-scale national achievement surveys is to evaluate overall educational system health by measuring student attainment of learning outcomes at critical grade levels. These sample-based surveys provide national baseline data that inform educational policy, curriculum planning, resource allocation, and systemic interventions to improve instructional quality.

178. (C) 9-point scale
The standard grading framework used for scholastic subjects in secondary education under traditional continuous evaluation systems was a 9-point scale ranging from A1 to E2. This absolute grading scale categorized raw percentage marks into distinct letter grades, reducing score anxiety and avoiding direct rank-ordering of individual students.

179. (D) I, II, III, and IV
Evaluating co-scholastic domains involves continuous qualitative observation without formal written examinations. In traditional continuous assessment frameworks, co-scholastic progress—including life skills, work education, and creative arts—was graded on a 5-point scale. Recognizing all four statements reflects a correct understanding of how non-academic developmental areas were evaluated in schools.

180. (A) Thinking, social, and emotional skills
The Life Skills domain within co-scholastic evaluation encompasses three core skill categories: thinking skills, social skills, and emotional skills. Thinking skills include critical thinking and decision-making; social skills involve interpersonal communication and empathy; emotional skills focus on self-awareness and stress regulation, ensuring overall holistic personal development.

181. (B) Holistic, 360-degree, multidimensional report
Modern educational policy directs that traditional progress report cards be redesigned as holistic, 360-degree, multidimensional reports. This updated progress card tracks student progress across cognitive, affective, and psychomotor domains while incorporating self-assessment, peer feedback, teacher commentary, and project-based achievements, providing a complete profile of individual learner growth.

182. (C) Fails to provide timely feedback to improve learning during the year.
A major critique of traditional term-end summative evaluation is that it fails to provide timely, actionable feedback to guide learning during the instructional period. Occurring at the end of a course, summative tests act primarily as terminal judgments, offering little opportunity for students to correct misconceptions or improve understanding.

183. (C) It is synonymous with summative assessment.
Assessment FOR Learning is not synonymous with summative assessment, making that statement incorrect. Assessment FOR Learning is continuous, provides diagnostic descriptive feedback, and helps teachers adapt instructional methods during learning. Conversely, summative

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assessment evaluates final achievement at course completion for grading, making the two paradigms fundamentally distinct in purpose and timing.

184. (C) Formative and self-assessment
A KWL Chart—tracking What I Know, What I Want to Know, and What I Learned—is a classic tool for formative and self-assessment. It prompts students to reflect on prior knowledge, identify personal learning goals, and evaluate new understanding throughout a topic, fostering metacognitive reflection and guiding instructional delivery.

185. (A) Students must give and receive constructive feedback without feeling attacked.
Peer assessment requires a supportive classroom environment because learners must exchange honest, constructive feedback without feeling defensive or personally attacked. Fostering a psychological climate built on mutual trust, respect, and clear evaluative criteria ensures that peer review remains a positive, collaborative, and instructionally effective learning experience for all students.

186. (C) Content validity
Content validity is the most crucial type of validity for a final examination in Mathematics. It ensures that test items adequately sample the prescribed mathematics curriculum and reflect the specific learning objectives taught. High content validity guarantees that the exam fairly and comprehensively evaluates student mastery across all taught math topics.

187. (B) Measuring achievement at a specific time for certification or reporting.
Assessment OF Learning describes evaluation conducted to measure cumulative achievement at a specific point in time for certification, grading, or official reporting. Occurring at the end of an instructional cycle, it summarizes what students have learned, verifying performance levels against established academic standards for administrative and institutional records.

188. (A) Both A and R are true and R is the correct explanation of A
The Holistic Progress Card incorporates self and peer assessments alongside teacher evaluations. Engaging in self and peer assessment cultivates critical reflection, self-awareness, and personal accountability in learners. Thus, both statements are correct, and the development of self-regulation skills directly explains why self and peer assessments are included in progress cards.

189. (B) An AI-based digital platform tracking progress and providing personalized learning pathways.
Modern educational directives propose integrating continuous assessment data into an AI-based digital platform to track longitudinal student progress from early childhood through schooling. This technology-driven system analyzes learning patterns, tracks developmental milestones, and provides personalized learning pathways to support individual student strengths and address cognitive learning needs effectively.

190. (B) Training teachers in competency-based pedagogy and assessment item design.
Transitioning an assessment system from rote memorization to a competency-based model requires training teachers in competency-based pedagogy and assessment design. Educators must learn to construct application-oriented questions, design authentic performance rubrics, and align instructional tasks with targeted learning outcomes to assess higher-order thinking skills effectively in classrooms.

191. (C) 68%
In a standard normal probability curve of evaluation scores, approximately 68% of total scores fall within one standard deviation (+1 to -1 SD) of the mean. This statistical property reflects the symmetrical bell-shaped distribution of test scores across large population samples, serving as a baseline for norm-referenced interpretation and grading.

192. (C) High-stakes entrance exams
High-stakes entrance examinations belong to summative or placement testing and are not considered formative assessment. Formative assessment encompasses routine daily activities like checking classwork, leading classroom discussions, and observing collaborative projects. These informal checks aim to monitor ongoing learning and improve instruction rather than select candidates for high-stakes placements.

193. (D) I, II, and III
The principal plays a key role in evaluation by aligning assessments with learning outcomes,

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monitoring the execution of formative and summative tests, and analyzing school-wide performance data to identify academic trends. Fulfilling all three responsibilities ensures high assessment standards, equitable evaluation, and effective instructional leadership across the entire institution.

194. (D) Extended essay questions
Extended essay questions allow for the highest degree of subjectivity in evaluation because scoring depends on examiner interpretation of written expression, argument quality, and presentation style. Unlike objective formats with single correct answers, essay evaluation requires clear scoring rubrics and moderation to maintain grading consistency across different evaluators.

195. (A) A detailed marking scheme or rubric
To minimize evaluator subjectivity when grading extended response essay questions, educators should use a detailed marking scheme or analytical rubric. Explicit rubrics define key content points, structural criteria, and quality descriptors, ensuring that answer scripts are scored consistently, fairly, and objectively regardless of examiner fatigue or personal bias.

196. (C) Low-stakes formative assessments and regular constructive feedback.
To reduce examination anxiety and foster a healthy assessment culture, school leaders should emphasize low-stakes formative assessments accompanied by regular constructive feedback. Shifting evaluation focus toward continuous learning support helps demystify tests, builds student confidence, and encourages mastery without the stress associated with high-stakes, purely summative testing environments.

197. (B) Assessing learning through reflective doing (projects, lab work, field trips).
Evaluating experiential learning involves assessing knowledge acquired through reflective doing, such as practical lab work, hands-on projects, field trips, and real-world experiments. This evaluation approach measures how effectively students construct understanding, apply theoretical principles to practical tasks, and reflect on their learning experiences within authentic operational environments.

198. (B) Measures performance against fixed, predetermined learning standards or criteria.
The defining characteristic of a Criterion-Referenced Test is that it measures an individual's performance directly against fixed, predetermined learning standards or criteria. Unlike norm-referenced tests that rank students relative to peers, criterion-referenced evaluations determine whether a learner has mastered specific curriculum objectives regardless of how other students performed.

199. (B) Criterion-referenced evaluation
A driving test where an individual must perform specific required tasks to pass—regardless of peer performance—is a classic example of criterion-referenced evaluation. Assessment depends entirely on meeting fixed, absolute competency standards, ensuring that every candidate who demonstrates the required skills passes, independently of other test-takers' final results.

200. (B) Advise teachers to emphasize experiential learning and competency-based assessments.
When students excel in theoretical written tests but struggle with practical applications, the principal should guide teachers to emphasize experiential learning and competency-based assessments. Integrating hands-on tasks, experiments, and real-world problem solving aligns classroom instruction with holistic evaluation principles, ensuring students develop practical application skills alongside theoretical knowledge.

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19. The mid-point (or class mark) of a class interval is calculated by:
(A) Adding the upper limit and lower limit and dividing by 2
(B) Subtracting the lower limit from the upper limit and dividing by 2
(C) Multiplying the frequency by the class size
(D) Adding the frequencies of the adjacent intervals

20. Consider the following statements regarding the Mean as a measure of central tendency:
I. It is sensitive to extreme scores (outliers).
II. It is calculated by dividing the sum of all scores by the number of scores.
III. It is always the most frequently occurring score in a distribution.
IV. The sum of deviations of all scores from the mean is always zero.
Which of the statements given above are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, II, and IV only
(D) I, III, and IV only

21. A teacher calculates the average marks of 10 students as 45. Later, it is discovered that one score of 40 was incorrectly recorded as 60. What will be the correct mean after rectification?
(A) 41
(B) 43
(C) 45
(D) 47

22. In the assumed mean method (shortcut method) for calculating the mean of grouped data, the formula involves dividing the sum of the product of frequencies and deviations by 'N'. The deviations (d) are calculated from:
(A) The calculated true arithmetic mean of the entire population distribution
(B) The exact lower limit boundary of the specified target class interval
(C) The mid-point of the assumed mean class interval
(D) The total accumulated cumulative frequency of the grouped distribution

23. The arithmetic mean is considered the most stable measure of central tendency because:
(A) It is universally considered the easiest statistical measure to compute manually
(B) It remains completely unaffected by minor fluctuations across different samples
(C) It corresponds precisely and directly to the exact 50th percentile rank score
(D) It includes every individual score in its calculation

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24. If a constant value of 5 is added to every student's test score in a class, how will the new mean compare to the original mean?
(A) It will increase by 5
(B) It will remain unchanged
(C) It will increase by 5 multiplied by the number of students
(D) It will be divided by 5

25. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The mean is not the appropriate measure of central tendency for a highly skewed distribution of test scores.
Reason (R): Extreme scores in a skewed distribution pull the mean towards the tail, misrepresenting the typical performance of the group.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. Which of the following defines the Median in educational statistics?
(A) The exact arithmetic average calculated between the highest and lowest raw scores
(B) The specific single score value that occurs with the highest frequency in a data set
(C) The score point dividing the distribution into two equal halves
(D) The simple mathematical difference calculated between the upper and lower quartiles

27. To calculate the median of an ungrouped dataset containing an even number of scores (e.g., 10 scores), one must:
(A) Average the two central scores after arranging data in order
(B) Simply select the exact 5th score after arranging all dataset values in ascending order
(C) Simply select the exact 6th score after arranging all dataset values in descending order

9. Which of the following variables represents continuous quantitative data?
(A) The total number of students absent in a specific class on a given day
(B) The exact time taken by students to complete a mathematics test
(C) The total count of functioning classrooms available in a school building
(D) The categorical gender distribution of full-time teachers in a school

10. Consider the following statements regarding types of data in educational research:
I. Interval data has a true zero point.
II. Ratio data permits statements like "twice as much" or "half as much".
III. Standardized achievement test scores are generally treated as interval data.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

11. Which of the following represents qualitative data in a student's Holistic Progress Card?
(A) Teacher's anecdotal notes on the student's peer interactions
(B) The exact percentage of marks obtained by the student in Mathematics
(C) The cumulative attendance record of the student measured in total days
(D) The student's overall percentile rank achieved in a standardized reading test

12. A Principal is reviewing data sets submitted by the exam department. Identify the correct pair of data type and its example.
(A) Nominal Data – Scores on a 100-point spelling test
(B) Ordinal Data – Classification of students as Hostellers or Day Scholars
(C) Interval Data – IQ scores from a standardized intelligence test
(D) Ratio Data – Ranks obtained in a running race

13. The primary purpose of organizing raw test scores into a frequency distribution is to:
(A) Significantly increase the overall validity and reliability of test items
(B) Completely eliminate the theoretical need for calculating central tendency
(C) Convert all subjective qualitative observations into quantitative metrics
(D) Present the data concisely to reveal structural patterns

14. In constructing a grouped frequency distribution from a set of 150 test scores, what is the generally recommended number of class intervals?
(A) Between 2 and 4
(B) Between 5 and 15
(C) Between 25 and 35
(D) Exactly 50

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15. A Head of School instructs the examination in-charge to organize the annual exam marks of 300 students. The in-charge decides to group the marks into intervals of 10. If a student scores exactly 40, and the intervals are 30-39, 40-49, 50-59 (inclusive method), in which interval will the score of 40 be placed?
(A) 30-39
(B) 40-49
(C) 50-59
(D) It is excluded from the distribution

16. Consider the following steps in constructing a frequency distribution table:
I. Determine the range of the scores.
II. Decide the number of class intervals.
III. Calculate the width of the class interval.
IV. Tally the scores into the appropriate intervals.
Which of the following represents the correct logical sequence of these steps?
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) III, I, II, IV

17. The difference between the upper exact limit and the lower exact limit of a class interval is known as the:
(A) Class magnitude or size
(B) Class mid-point or class mark
(C) Exact class limit boundary
(D) Total cumulative class frequency

18. In an exclusive frequency distribution, a class interval is written as 10-20, 20-30, 30-40. A score of 20 will be tallied in which interval?
(A) 10-20
(B) Both 10-20 and 20-30
(C) 20-30
(D) Ignored due to overlap

(A) Section B demonstrated significantly better overall academic performance than Section A across all metrics
(B) Section A possesses a much wider dispersion and range containing both high and low achieving students
(C) The assessment tool utilized was systematically biased against the learning context of Section B
(D) Section A exhibits more consistent, homogeneous performance

57. Which of the following is equivalent to Variance?
(A) The square of the Standard Deviation
(B) The square root of Standard Deviation
(C) The mean of absolute deviations
(D) Half of the interquartile range

58. If a constant value of 10 is added to every score in a distribution, what will happen to the Standard Deviation?
(A) It will increase by 10
(B) It will remain unchanged
(C) It will decrease by 10
(D) It will be multiplied by 10

59. If every score in a distribution is multiplied by 2, what will happen to the Variance?
(A) It will be directly multiplied by 2
(B) It will remain entirely unchanged
(C) It will be multiplied by 4
(D) It will be cleanly divided by 2

60. A school conducts a standardized reading test. Student A scores at the 75th percentile. This means that:
(A) Student A successfully answered exactly 75% of all items on the examination correctly
(B) A total of 75% of all participating students performed significantly better than Student A
(C) Student A secured an absolute score of exactly 75 marks out of a total maximum of 100
(D) Student A scored equal to or higher than 75% of test-takers

61. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Percentile ranks are highly useful for interpreting a student's relative standing in a norm-referenced assessment.
Reason (R): Percentile ranks indicate the absolute mastery of subject content by comparing the student against predetermined pedagogical criteria.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

62. Which of the following is equivalent to the Median?
(A) The 25th percentile (P25)
(B) The 50th percentile (P50)
(C) The 75th percentile (P75)
(D) The 100th percentile (P100)

63. A percentile point is defined as:
(A) The calculated total percentage of individual cases falling strictly below a given raw score
(B) A score point below which a specific percentage of cases fall
(C) The standardized derivative score equivalent directly converted from an absolute raw score
(D) The simple proportion or percentage of total assessment items that a student attempted

64. If a student's score places them in the first quartile (Q_1), what is their equivalent percentile rank?
(A) P10
(B) P25
(C) P50
(D) P75

65. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): An increase from the 50th to the 55th percentile generally represents a smaller raw score difference than an increase from the 90th to the 95th percentile in a normal distribution.
Reason (R): In a normal distribution, raw scores are densely clustered near the mean (50th percentile) and spread out at the extremes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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(D) Subtract the absolute lowest score from the highest score and divide the result by 2

28. In the formula for calculating the median of grouped data: Median = L + [((N/2) - F) / f] × i, what does 'F' represent?
(A) The exact simple frequency count recorded within the identified median class
(B) The total cumulative frequency summed across all classes in the distribution
(C) The calculated central mid-point value corresponding to the median class
(D) The cumulative frequency preceding the median class

29. A Principal notes that a few students in Class X scored exceptionally low marks due to absence during the instructional period, while the rest performed uniformly well. Which measure of central tendency is best to report the typical performance of the class?
(A) Mean
(B) Median
(C) Mode
(D) Standard Deviation

30. Consider the following statements about the Median:
I. It is an appropriate measure for ordinal data.
II. It is less affected by extreme values than the mean.
III. It can be determined graphically using an Ogive.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

31. The Mode of a distribution of test scores refers to:
(A) The score with the highest frequency
(B) The average of the middle two scores
(C) The difference between the highest and lowest scores
(D) The point dividing the distribution into four equal parts

32. If a distribution of scores has two non-adjacent values that occur with the same highest frequency, the distribution is termed:
(A) Unimodal
(B) Trimodal
(C) Bimodal
(D) Amodal

33. Which of the following measures of central tendency can be accurately determined for data measured purely on a nominal scale (e.g., favorite subject of students)?
(A) Mean
(B) Median
(C) Geometric Mean
(D) Mode

34. In a grouped frequency distribution, the crude mode is generally estimated as the mid-point of:
(A) The specific class interval displaying the absolute lowest frequency count
(B) The designated median class interval calculated from cumulative frequencies
(C) The interval with the highest frequency
(D) The designated class interval that contains the calculated arithmetic mean

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35. A Principal is reviewing a bimodal distribution of mathematics scores in Class XI. This most likely indicates:
(A) A fundamental mathematical calculation error committed by the evaluation teacher
(B) Two distinct student subgroups with differing proficiency levels
(C) An exceptionally high level of overall validity and test-retest assessment reliability
(D) A distribution where the calculated mean, median, and mode are all perfectly identical

36. For a moderately skewed empirical distribution, the relationship between Mean, Median, and Mode is expressed by which of the following formulas?
(A) Mode = 2 Median - 3 Mean
(B) Mean = 3 Median - 2 Mode
(C) Median = 3 Mean - 2 Mode
(D) Mode = 3 Median - 2 Mean

37. In a perfectly symmetrical normal distribution, the relationship among the Mean, Median, and Mode is:
(A) Mean > Median > Mode
(B) Mean < Median < Mode
(C) Mean = Median = Mode
(D) Mean + Median = Mode

38. If the Mean of a set of scores is 60 and the Median is 65, the Mode (using the empirical formula) would be approximately:
(A) 55

(D) Partial Correlation

76. In Spearman's Rank Correlation formula, $\rho = 1 - (6\Sigma D^2 / N(N^2 - 1))$, what does 'D' stand for?
(A) The arithmetic deviation of an individual score from the sample mean
(B) The calculated overall standard deviation of all assigned rank scores
(C) The exact number of statistical degrees of freedom in the sample data
(D) The difference between ranks of paired items

77. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Spearman's Rank Correlation is specifically designed for data that is measured on an ordinal scale.
Reason (R): It utilizes the exact magnitude of raw scores to calculate the precise variance between two quantitative variables.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

78. If two teachers rank 10 students exactly the same in a drawing competition, what will be the value of ΣD^2 in Spearman's formula?
(A) 10
(B) 100
(C) 0
(D) 1

79. When interpreting a correlation coefficient of +0.35 in educational research, it is generally classified as a:
(A) Negligible or zero relationship
(B) Low or weak positive relationship
(C) High or strong positive relationship
(D) Perfect positive relationship

80. A researcher reports a correlation coefficient of 1.15 between math and science scores. A school Principal reading this report should conclude that:
(A) The observed statistical relationship between math and science is extremely strong
(B) The evaluated group of participating students is exceptionally intellectually gifted
(C) A calculation error occurred, as correlation cannot exceed 1.00
(D) The underlying dataset reflects a non-linear or complex curvilinear relationship

81. The square of the correlation coefficient (r^2) is known as the Coefficient of Determination. It indicates:
(A) The exact statistical probability of committing an error during the calculation
(B) The definitive and exact causal impact produced by the independent variable
(C) The simple arithmetic difference calculated between the two standard deviations
(D) The shared variance predictable between the two variables

82. Consider the following statements about interpreting correlation:
I. Correlation does not imply causation.
II. A correlation of -0.80 indicates a weaker relationship than +0.60.
III. Extrapolating beyond the range of data used to compute the correlation is risky.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

83. A Histogram is a graphical representation of a frequency distribution in which:
(A) Frequencies are individually plotted as discrete points and connected by straight lines
(B) Adjacent vertical bars represent frequencies without gaps
(C) Data components are visually represented as proportional sector slices of a circular pie
(D) Accumulated cumulative frequencies are sequentially plotted to construct a smooth S-curve

84. In a Histogram representing test scores, the area of each rectangle is proportional to:
(A) The class mark (mid-point)
(B) The cumulative frequency
(C) The total number of students in the school
(D) The frequency of the class interval

85. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A Histogram is preferred over a Bar Graph when plotting the frequency of continuous grouped data, such as test scores in

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48. If the first quartile (Q_1) of a distribution of math scores is 40 and the third quartile (Q_3) is 70, what is the Quartile Deviation?
(A) 15
(B) 30
(C) 55
(D) 110

49. Mean Deviation is defined as the arithmetic mean of the deviations of scores from a measure of central tendency, provided that:
(A) Only negative deviation values are specifically extracted and included in the final calculation
(B) The calculated deviations are individually squared prior to performing the final averaging step
(C) The central tendency measure applied throughout the entire formula is exclusively the sample mode
(D) Algebraic signs of deviations are treated as absolute values

50. Consider the following statements regarding measures of variability:
I. Mean Deviation ignores the algebraic signs of deviations.
II. Standard Deviation squares the deviations to eliminate negative signs.
III. Variance is the square root of the Standard Deviation.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

51. Consider the following measures of dispersion:
I. Range
II. Mean Deviation
III. Standard Deviation
IV. Variance
Which of the above measures utilize ALL the scores in a distribution for their calculation?
(A) I and II only
(B) II, III, and IV only
(C) III and IV only
(D) I, II, III, and IV

52. Standard Deviation is generally preferred over Mean Deviation in advanced educational research because:
(A) It is significantly easier and less time-consuming to compute manually during research
(B) It strictly requires data that is measured exclusively on a basic qualitative ordinal scale
(C) It remains completely unaffected by the influence of highly distant extreme raw scores
(D) It avoids arbitrarily ignoring algebraic signs through squaring

53. If the variance of a set of achievement test scores is 64, what is the standard deviation?
(A) 4
(B) 8
(C) 16
(D) 32

54. When calculating the standard deviation of a sample, the sum of squared deviations is divided by (N-1) instead of N. This adjustment is made to:
(A) Substantially decrease the mathematical complexity and time required for the calculation
(B) Provide an unbiased estimate of population variance
(C) Guarantee that the calculated standard deviation value resolves into a neat whole number
(D) Effectively compensate for any missing records or zero values present in the sample dataset

55. Consider the following sequence of steps to calculate the standard deviation for ungrouped data:
I. Calculate the mean of the scores.
II. Find the deviation of each score from the mean.
III. Square each deviation.
IV. Sum the squared deviations.
V. Divide by N and take the square root.
Are these steps in the correct order?
(A) Yes, exactly in this order
(B) No, step III should precede step II
(C) No, step IV should follow step V
(D) No, step I is unnecessary

56. A Principal is comparing the performance of two sections in English. Section A has a mean of 60 and a standard deviation of 5. Section B has a mean of 60 and a standard deviation of 15. The Principal can correctly conclude that:

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CHAPTER 08
Statistics in Education

1. Which of the following best defines the primary purpose of statistics in educational administration and measurement?
(A) To summarize, analyze, and interpret quantitative data to make informed educational decisions
(B) To replace qualitative judgments of teachers with rigid numerical metrics
(C) To determine legal compliance under educational regulations
(D) To automatically generate the curriculum framework for primary classes

2. In the context of educational measurement, descriptive statistics is primarily used to:
(A) Infer population parameters from a small sample of students
(B) Predict future enrollment trends across a district
(C) Summarize and describe the characteristics of a specific set of test scores
(D) Establish causal relationships between teaching methods and student intelligence

3. A school Principal analyzes the mid-term examination results to identify specific learning gaps among students in Class IX. This application of statistics primarily serves the function of:
(A) Formative diagnosis and instructional planning
(B) Summative grading and certification
(C) Standardization of the school curriculum
(D) Budget allocation for the upcoming academic year

4. Which of the following is an incorrect statement regarding the limitation of statistics in education?
(A) Statistics does not deal with isolated individual cases unless part of a larger dataset
(B) Statistics only deals with phenomena that can be expressed quantitatively
(C) Statistical relationships do not inherently prove causation
(D) Statistical conclusions are exact and universally true under all circumstances

5. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Statistics is an indispensable tool for a school Principal in managing continuous and comprehensive evaluation (CCE).
Reason (R): Statistical techniques enable the Principal to consolidate discrete formative assessment data into meaningful holistic progress reports.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. A school counselor categorizes students based on their preferred extracurricular activity (e.g., sports, music, debate). This data is an example of:
(A) Continuous quantitative data
(B) Discrete quantitative data
(C) Nominal qualitative data
(D) Ordinal qualitative data

7. When a teacher ranks students as 1st, 2nd, 3rd, and 4th based on their performance in a debate competition, the resulting data is measured on which scale?
(A) Nominal scale
(B) Ordinal scale
(C) Interval scale
(D) Ratio scale

8. Quantitative data in educational assessment differs from qualitative data primarily in that quantitative data:
(A) Measures numerical variables subjected to mathematical operations
(B) Relies on detailed narrative descriptions of observed student behavior
(C) Excludes psychological constructs like student intelligence or aptitude
(D) Gathers non-numerical responses through unstructured diagnostic interviews

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66. Consider the following concepts related to correlation:
I. Correlation measures the direction and strength of relationship between two variables.
II. A correlation of zero indicates no linear relationship.
III. A high correlation definitively proves that one variable causes the other.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

67. The coefficient of correlation (r) can range between:
(A) 0 and +1.00
(B) -1.00 and 0
(C) -1.00 and +1.00
(D) -100 and +100

68. Which of the following pairs of variables is most likely to exhibit a negative correlation in a school setting?
(A) Student overall class attendance rate and cumulative academic achievement
(B) Number of total hours spent studying independently and final test scores
(C) Number of days absent and final examination grades
(D) Years of teacher experience and refined classroom management skills

69. A correlation coefficient of +0.85 between a formative assessment and a summative assessment indicates:
(A) A weak positive relationship
(B) A strong negative relationship
(C) That formative assessment causes high summative scores
(D) A strong positive relationship

70. Consider the following statements about positive and negative correlation:
I. In a positive correlation, as one variable increases, the other variable tends to increase.
II. A correlation of -0.90 is stronger than a correlation of +0.75.
III. Negative correlation means the two variables are completely unrelated.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

71. A school psychologist conducts a study and finds a correlation of 0.00 between students' shoe sizes and their scores on a spelling test. What does this mean?
(A) Students who possess larger feet systematically spell significantly worse on standardized tests
(B) No linear relationship exists between shoe size and spelling skill
(C) The administered spelling test instrument is completely invalid and statistically flawed
(D) Shoe size operates directly as an unmeasured confounding variable influencing test results

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72. Karl Pearson's Coefficient of Correlation is also known as:
(A) Point-biserial correlation coefficient model
(B) Fourfold phi coefficient of association
(C) Spearman's rank difference correlation measure
(D) Product-moment correlation coefficient

73. Which of the following is a key assumption for calculating Karl Pearson's Product-Moment Correlation?
(A) The bivariate relationship between variables is linear
(B) Both evaluated variables must be measured strictly on a qualitative nominal scale
(C) The total study sample size must be extremely small, containing fewer than 10 cases
(D) The underlying data distributions for both variables are noticeably and highly skewed

74. If the covariance between two sets of test scores is zero, what will be the value of Karl Pearson's correlation coefficient?
(A) +1.00
(B) -1.00
(C) 0
(D) It cannot be calculated

75. A Principal wants to correlate the ranking of students given by two different judges in an inter-school debate competition. Which statistical method is most appropriate?
(A) Karl Pearson's Coefficient of Correlation
(B) Point-biserial Correlation
(C) Spearman's Rank Difference Correlation

(B) 70
(C) 75
(D) 80

39. A distribution of scores is negatively skewed. In this distribution, the typical order of the measures of central tendency from lowest to highest value will be:
(A) Mode, Median, Mean
(B) Median, Mean, Mode
(C) Mean, Median, Mode
(D) Mode, Mean, Median

40. A Principal observes that the test scores of students in Science have a mean of 45, a median of 50, and a mode of 55. Based on these statistics, the Principal correctly concludes that the test was likely:
(A) Exceedingly easy and unchallenging for the vast majority of students
(B) Characterized by a perfectly symmetrical and normally distributed curve
(C) Exhibiting a perfectly reliable and error-free measurement structure
(D) Too difficult for most students

41. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): When evaluating open-ended project work where outlier scores are present, the Median provides a fairer summary of typical student performance than the Mean.
Reason (R): The Median is determined by the position of scores rather than their magnitude, making it immune to extreme outliers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

42. In statistics, the term "dispersion" or "variability" refers to:
(A) The natural mathematical tendency of scores to cluster tightly around the central average
(B) The expected statistical error margin encountered when calculating the arithmetic mean
(C) The degree of linear correlation observed between two completely different data sets
(D) The degree to which scores scatter around central tendency

43. Which of the following is the simplest and crudest measure of variability in a dataset?
(A) Standard Deviation
(B) Mean Deviation
(C) Range
(D) Quartile Deviation

44. The range of the following set of test scores: 12, 45, 67, 23, 89, 34, 15 is:
(A) 77
(B) 89
(C) 12
(D) 67

45. A major limitation of using the Range as a measure of variability in school performance analysis is that it:
(A) It is far too mathematically complex to compute efficiently for very large classes
(B) It strictly requires all collected performance data to be measured on a ratio scale
(C) It can only be accurately computed after the arithmetic mean is definitively known
(D) It relies solely on extreme scores and ignores middle data

46. Consider the following statements regarding Quartile Deviation:
I. It is also known as the semi-interquartile range.
II. It is computed as $(Q_3 - Q_1) / 2$.
III. It encompasses the middle 50% of the scores in a distribution.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

47. Quartile Deviation is considered a more stable measure of variability than the Range because:
(A) It directly incorporates the individual deviations of all raw scores from the arithmetic mean
(B) It excludes the outer 50% of scores, removing extreme outliers
(C) It is mathematically derived directly from the theoretical properties of the normal probability curve
(D) It systematically incorporates the calculated standard deviation as a core component in its formula

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class intervals.
Reason (R): Unlike a Bar Graph, a Histogram has no gaps between the bars, correctly reflecting the continuous nature of the data class limits.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. To construct a Frequency Polygon from a frequency distribution, the frequencies are plotted against the:
(A) Lower exact boundary limits of the specified class intervals
(B) Class mid-points (marks)
(C) Upper exact boundary limits of the specified class intervals
(D) Total accumulated cumulative frequencies across the intervals

87. A Frequency Polygon is closed at both ends by extending the graph to the X-axis. This is done by:
(A) Dropping straight vertical perpendicular lines directly from the first and last plotted points
(B) Directly connecting both outer endpoints straight to the structural origin point (0,0)
(C) Adding zero-frequency intervals at both ends
(D) Assuming that all extreme unmeasured frequencies are numerically equal to the dataset mean

88. Consider the following characteristics of graphical representations:
I. A Histogram uses rectangles for continuous data.
II. A Frequency Polygon connects plotted points with straight lines.
III. An Ogive plots cumulative frequency against upper class boundaries.
IV. A Bar Chart is used primarily for continuous quantitative data.
Which of the above statements are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

89. An Ogive is also known as a:
(A) Non-cumulative Frequency Polygon
(B) Cumulative Frequency Curve
(C) Continuous Grouped Histogram
(D) Bivariate Scatter Plot Diagram

90. Consider the following statements about an Ogive:
I. It is constructed by plotting cumulative frequencies against the upper limits of class intervals.
II. It always slopes downwards from left to right.
III. It can be used to graphically determine the median of a distribution.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

91. To find the 75th percentile (Q_3) graphically using an Ogive of 200 student scores, a Principal should:
(A) Locate the value 75 directly on the horizontal X-axis and find its corresponding Y-axis value
(B) Identify the maximum peak point of the curve and drop a straight vertical perpendicular line
(C) Mathematically calculate the exact proportional area under the curve up to the 75% point
(D) Find 150 on the Y-axis and identify the matching X value

92. A Bar Diagram is most appropriate for representing:
(A) Categorical qualitative data across discrete groups
(B) Continuous numerical assessment data such as precise student heights
(C) The total accumulated cumulative frequency distribution of exam scores
(D) The linear statistical relationship existing between continuous variables

93. A Principal is preparing a presentation for the School Management Committee showing the budget allocation across five different categories (infrastructure, library, sports, salary, events). Which graphical representation will best show the proportion of each category relative to the whole budget?
(A) Histogram
(B) Pie Chart

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170. Consider the following steps to construct an Ogive (less-than type):
I. Calculate the upper limits of all class intervals.
II. Compute the less-than cumulative frequencies.
III. Plot the upper limits on the X-axis and cumulative frequencies on the Y-axis.
IV. Join the points with a smooth curve.
Are these steps correctly stated and ordered?
(A) Yes, they are correct and in the right order
(B) No, step III should plot lower limits on the X-axis
(C) No, step IV should join points with straight lines only
(D) No, step II is incorrect

171. To compare the relative dispersion of two different datasets (e.g., weights measured in kg and heights measured in cm), which statistical measure is most appropriate?
(A) Coefficient of Variation
(B) Absolute Standard Deviation measure
(C) Population Variance metric
(D) Absolute Total Sample Range

172. The Coefficient of Variation (CV) is calculated using the formula:
(A) (Standard Deviation / Mean) × 100
(B) (Mean / Standard Deviation) × 100
(C) (Range / Mean) × 100
(D) (Variance / Standard Deviation) × 100

173. Section A has an average test score of 50 with an SD of 5. Section B has an average score of 50 with an SD of 10. Which section is more variable (less consistent) in its performance?
(A) Section A
(B) Section B
(C) They are equally variable
(D) Cannot be determined

174. If the Coefficient of Variation for School X's pass percentage over 5 years is 10%, and for School Y is 25%, a Principal can infer that:
(A) School Y possesses a significantly higher cumulative average pass percentage than School X
(B) School X's results are more consistent and stable than School Y's
(C) School Y's results are more consistent and stable than School X's
(D) School X enrolls a substantially higher total volume of individual students than School Y

175. Consider the following measures:
I. Z-score
II. Range
III. Variance
IV. Coefficient of Variation
Which of the above are measures of relative standing or relative dispersion, rather than absolute dispersion?
(A) I and III only
(B) II and IV only
(C) I and IV only
(D) III and IV only

176. A Principal wants to study the relationship between students' scores in a mock exam and their scores in the final board exam. The most appropriate graph to visualize this bivariate data is a:
(A) Grouped Frequency Histogram Chart
(B) Proportional Circular Pie Chart
(C) Scatter Diagram (Scatterplot)
(D) Non-cumulative Frequency Polygon

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177. In a Scatter Diagram, if the points are tightly clustered around a straight line, it indicates:
(A) A weak correlation
(B) A strong correlation
(C) No correlation
(D) An error in data collection

178. If the correlation coefficient between reading comprehension and mathematical problem solving is +0.70, what percentage of the variance in mathematical problem solving can be explained by the variance in reading comprehension? (Coefficient of Determination)
(A) 70%
(B) 35%
(C) 49%
(D) 100%

179. A common misinterpretation of correlation in education is the "third variable problem." This occurs when:
(A) The evaluation researcher commits a systematic mathematical calculation error during statistical analysis
(B) An unmeasured third variable causes the observed relationship
(C) The evaluated sample size utilized in the experimental study consists of exactly three individual subjects
(D) Exactly three separate continuous variables exhibit a mathematically perfect mutual

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

105. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A Principal notes that a class test resulted in a strongly negatively skewed distribution and correctly concludes that the test was likely too easy for the class.
Reason (R): In a negatively skewed distribution, a large mass of scores clusters at the high end of the scale, creating a long tail toward the lower scores.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. Kurtosis in statistics refers to:
(A) The specific left or right directional inclination of the long tail in a skewed curve
(B) Peakedness or flatness relative to a normal curve
(C) The statistical estimate representing the standard error of individual test measurement
(D) The overall calculated numerical degree of correlation observed between two test instruments

107. A frequency distribution curve that is highly peaked with heavy tails compared to the normal curve is called:
(A) Platykurtic
(B) Mesokurtic
(C) Leptokurtic
(D) Skewed

108. The Normal Probability Curve is considered to have normal peakedness and is designated as:
(A) Leptokurtic
(B) Platykurtic
(C) Mesokurtic
(D) Bimodal

109. If a distribution of test scores has a flat top indicating that scores are widely and evenly spread out over a wide range, the kurtosis is:
(A) Leptokurtic
(B) Mesokurtic
(C) Platykurtic
(D) Asymptotic

110. Consider the following statements about Kurtosis:
I. A Leptokurtic curve has a higher peak than the normal curve.
II. A Platykurtic curve indicates that scores are tightly clustered around the mean.
III. The Kurtosis of a normal distribution is mathematically defined as 3 (or an excess kurtosis of 0).
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

111. The primary purpose of converting raw test scores into standard scores (like Z-scores) is to:
(A) Allow fair score comparison across tests with different parameters
(B) Substantially increase the internal construct validity and diagnostic power of the test
(C) Completely eliminate all potential negative score values from the converted final output
(D) Systematically convert raw observational qualitative data directly into quantitative metrics

112. The formula for calculating a Z-score is:
(A) (Raw Score + Calculated Mean) / Standard Deviation
(B) (Raw Score - Median) / Total Range
(C) (Raw Score - Mean) / Standard Deviation
(D) (Calculated Mean - Raw Score) × Standard Deviation

113. A student scores 75 on a math test where the class mean is 60 and the standard deviation is 10. The student's Z-score is:
(A) +0.5
(B) +1.0
(C) +1.5
(D) +2.5

114. By definition, a distribution of Z-scores calculated from any raw score distribution will always have:
(A) A mean of 50 and standard deviation of 10
(B) A mean equal to the original mean and standard deviation of 1
(C) No negative numbers
(D) A mean of 0 and standard deviation of 1

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115. A student scores 50 on a History test (Mean=40, SD=5) and 60 on a Geography test (Mean=50, SD=10). Based on Z-scores, in which subject did the student perform better relative to the class?
(A) History
(B) Geography
(C) Performance is identical in both
(D) Cannot be determined without knowing the maximum marks

116. A disadvantage of communicating Z-scores to parents and students is that:
(A) Their computed raw numerical magnitudes are far too large for average laypeople to understand
(B) Negative values and decimals often confuse non-statisticians
(C) They fail to function as mathematically accurate or reliable representations of student rank
(D) They possess unique mathematical structures that prevent them from being graphed on normal curves

117. To eliminate the decimals and negative numbers inherent in Z-scores, educators often use T-scores. The standard formula to convert a Z-score to a T-score is:
(A) $T = 50Z + 10$
(B) $T = 100Z + 15$
(C) $T = 10Z + 50$
(D) $T = Z + 100$

118. A Z-score of -1.5 is equivalent to a T-score of:
(A) 35
(B) 45
(C) 65
(D) 85

119. By definition, a distribution of T-scores always has:
(A) A mean of 0 and standard deviation of 1
(B) A mean of 100 and standard deviation of 15
(C) A mean of 50 and standard deviation of 10
(D) A mean of 500 and standard deviation of 100

120. A Principal is reviewing the Holistic Progress Cards. Student X has a T-score of 60 in Science. This indicates that Student X's performance is:
(A) Positioned precisely at the overall calculated class mean
(B) One standard deviation above the class mean
(C) Positioned exactly one standard deviation below the overall class mean
(D) Positioned exactly two standard deviations above the overall class mean

121. Consider the following standard scores:
I. Z-score
II. T-score
III. Stanine
Which of the above are standard scores used in educational measurement to report relative performance?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

122. Stanines divide the normal distribution into how many scoring bands?
(A) 5
(B) 9
(C) 10
(D) 100

123. A Stanine score has a mean of 5 and a standard deviation of approximately:
(A) 1
(B) 2
(C) 5
(D) 10

124. When a Principal applies statistics to analyze school performance over the past five years, the process of observing whether scores are generally increasing or decreasing is termed:
(A) Item analysis
(B) Trend analysis
(C) Factor analysis
(D) Value-added analysis

125. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In evaluating teacher effectiveness based on student test scores, "Value-Added" statistical models are preferred over raw achievement scores.
Reason (R): Value-added models account for students' prior achievement and background factors, measuring the actual academic growth attributed to the school or teacher.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A

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(C) A is true but R is false
(D) A is false but R is true

126. Item Analysis is a statistical procedure utilized primarily to:
(A) Systematically calculate and compile the final academic grades of participating students
(B) Assess difficulty and discrimination of individual items
(C) Precisely determine the statistical correlation present between two distinct academic subjects
(D) Accurately assess the overall skewness and symmetry of the total test score distribution

127. Consider the following indices used in Item Analysis:
I. Item Difficulty Index (p-value)
II. Item Discrimination Index (D)
III. Distractor Analysis
IV. Cronbach's Alpha
Which of the above are direct components of classical item analysis used to evaluate multiple-choice questions?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

128. The Item Difficulty Index (p) is calculated as:
(A) The proportion of students who answered the item correctly
(B) The difference between high scorers and low scorers who answered correctly
(C) The number of students who left the item blank
(D) The standard deviation of the item scores

129. If 80 out of 100 students answer a test item correctly, the item difficulty index (p) is:
(A) 0.20
(B) 0.80
(C) 80.0
(D) 1.25

130. Consider the following statements about the Item Difficulty Index (p):
I. A p-value of 0.95 indicates a very difficult item.
II. A p-value of 0.15 indicates a very difficult item.
III. For maximum discrimination in a norm-referenced test, items with p-values around 0.50 are generally preferred.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

131. The Item Discrimination Index (D) measures:
(A) How well an item differentiates high scorers from low scorers
(B) Whether an assessment item is systematically culturally biased against minority student groups
(C) The precise overall clarity and readability of the phrasing and language used in the question stem
(D) The average duration of time required and taken by test-taking students to answer the specific item

132. A Principal analyzing a science test finds that for Question 10, more low-achieving students (bottom 27%) answered correctly than high-achieving students (top 27%). What is the Discrimination Index (D) for this item?
(A) +1.00
(B) 0.00
(C) Negative
(D) Between +0.50 and +1.00

133. If an item has a negative discrimination index, the most appropriate action for the test developer is to:
(A) Completely retain the item in the test pool as it provides a highly challenging assessment
(B) Substantially increase the relative mark weightage assigned to the item on future tests
(C) Revise or discard the item due to flaws or miskeying
(D) Relocate the item directly to the very beginning of the test instrument for better flow

134. Distractor analysis in multiple-choice questions involves evaluating:
(A) The total number of test-taking students identified and caught engaging in deliberate cheating behaviors
(B) The structural and aesthetic visual layout and formatting presented on the official question paper
(C) The proportion of total testing time inefficiently wasted by students attempting

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difficult questions
(D) How effectively incorrect options attract low-performing students

135. Consider the following steps in conducting an item analysis using the classical method:
I. Arrange test papers in order from highest to lowest score.
II. Select the upper 27% and lower 27% of the papers.
III. Calculate the number of students in each group passing each item.
IV. Compute the difficulty and discrimination indices.
Are these steps in the correct chronological sequence?
(A) Yes, exactly in this order
(B) No, step II must precede step I
(C) No, step III should follow step IV
(D) No, step IV is unnecessary

136. A school administrator utilizes descriptive statistics to prepare the Annual School Report. Which of the following is an example of descriptive statistics in this context?
(A) Statistically estimating the entire district-wide drop-out rate based solely on current school records
(B) Summarizing the current year's mean attendance and pass rates
(C) Forecasting and predicting next academic year's total student enrollment using advanced probability models
(D) Formally testing the empirical hypothesis that a newly implemented teaching method caused higher test scores

137. Which statistical technique is most commonly used to test the significance of the difference between the mean scores of two independent groups (e.g., experimental vs. control group)?
(A) Pearson Correlation
(B) Standard Deviation
(C) t-test
(D) Chi-square test

138. A Principal wants to determine if there is a significant association between students' gender (male/female) and their choice of stream (Science/Commerce/Arts) in Class XI. Which statistical test is most appropriate for analyzing this categorical data?
(A) Two-tailed independent samples t-test
(B) One-way analysis of variance (ANOVA)
(C) Chi-square test of independence
(D) Spearman's rank order correlation coefficient

139. ANOVA (Analysis of Variance) is a statistical procedure used to:
(A) Directly compare the population variances calculated across exactly two distinct experimental groups
(B) Compare means across three or more groups
(C) Statistically correlate and analyze relationships existing among three or more continuous variables
(D) Standardize and convert raw participant assessment scores directly into standardized z-score metrics

140. A common error in interpreting test results is assuming that a student who scores zero on a standardized mathematics achievement test has zero mathematical ability. This error relates to misunderstanding which property of educational measurement scales?
(A) Educational tests function strictly as basic ordinal ranking scales rather than qualitative nominal categories
(B) They lack a true zero point
(C) Measurement scales in education intrinsically possess unequal intervals across different score bands
(D) Standardized educational testing instruments are mathematically guaranteed to be completely and perfectly reliable

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141. Another common statistical error made by educators is "Ecological Fallacy", which occurs when:
(A) Direct cause-and-effect causal relationships are inappropriately inferred strictly from observed correlation
(B) Individual traits are incorrectly inferred from group data
(C) Exceptionally small sample sizes are improperly utilized by researchers to calculate population means
(D) Non-parametric statistical hypothesis tests are incorrectly applied to continuous interval scale data

142. A teacher calculates the average score of a class of 40 students and concludes that exactly 50% of the students scored above this average. This conclusion is mathematically guaranteed ONLY if the distribution is:
(A) Highly positively skewed

(B) Highly negatively skewed
(C) Symmetrical
(D) Distinctly bimodal

143. Consider the following common errors in statistical interpretation:
I. Confusing correlation with causation.
II. Comparing raw scores of two tests with different means and standard deviations.
III. Using the median instead of the mean for highly skewed data.
Which of the above are indeed errors in statistical practice?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

144. In standardized testing, the "Standard Error of Measurement" (SEM) provides an estimate of:
(A) The overall comparative difficulty level and item discrimination index computed for the entire test instrument
(B) The score margin within which a student's true score lies
(C) The estimated overall percentage of participating students who potentially engaged in unauthorized cheating
(D) The simple absolute arithmetic difference calculated between the highest and lowest observed student scores

145. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): It is mathematically incorrect to average percentile ranks to find the mean performance of a group of students.
Reason (R): Percentile ranks constitute an ordinal scale with unequal intervals, so arithmetic operations like averaging yield distorted results.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

146. A Principal notices that the average score of Class XII A in Physics is 80 (SD=5) and in Mathematics is 80 (SD=15). Based on this, it is correct to state that:
(A) Mathematics is substantially easier for the average student to master than introductory Physics
(B) Physics performance is more consistent than Mathematics
(C) The Physics evaluation instrument functions as a significantly more valid test than Mathematics
(D) A considerably higher percentage and total count of students failed in Physics than in Mathematics

147. Grading systems (like the 9-point grading scale) are often based on the Normal Probability Curve. This method of grading is known as:
(A) Criterion-referenced grading
(B) Norm-referenced grading (grading on a curve)
(C) Absolute grading
(D) Formative grading

148. In absolute grading (criterion-referenced), a student receives an 'A' grade if they score above 90%, regardless of how other students perform. In relative grading (norm-referenced), a student receives an 'A' grade if they:
(A) Achieve an absolute total test score that sits strictly above 90%
(B) Rank within a top designated class percentage
(C) Achieve an individual evaluation score that lands exactly at the calculated mean
(D) Demonstrate the single highest relative performance improvement over the entire academic term

149. Scaling of test scores is frequently done by examination boards to:
(A) Guarantee and ensure that all participating students successfully pass the national board examination
(B) Adjust scores for varying difficulty across paper sets
(C) Formally penalize and punish students who resort to unfair means during standardized evaluation sessions
(D) Completely eliminate the operational need for post-exam student re-evaluation or answer sheet re-checking

150. Consider the following statements about continuous and comprehensive evaluation (CCE) data:
I. Formative assessment data is usually criterion-referenced.
II. Statistical techniques are irrelevant in CCE

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(C) Ogive
(D) Scatterplot

94. In a Pie Chart, the angle of the sector representing a particular category is calculated by:
(A) (Category frequency / Total frequency) × 100%
(B) Absolute frequency of the category × 3.14 constant value
(C) (Category frequency / Total frequency) × 360°
(D) Accumulated cumulative frequency value × 360°

95. Consider the following sequence for drawing a Pie Chart:
I. Calculate the total frequency.
II. Determine the central angle for each component.
III. Draw a circle of appropriate radius.
IV. Divide the circle into sectors using a protractor.
Are these steps in the correct logical order?
(A) Yes, exactly in this order
(B) No, step III must precede step I
(C) No, step II and III should be swapped
(D) No, step I is unnecessary

96. The Normal Probability Curve (NPC) is theoretically based on the laws of:
(A) Thermodynamics
(B) Linear progression
(C) Chance and probability
(D) Chaos theory

97. Which of the following is NOT a property of a Normal Probability Curve?
(A) It is bell-shaped and symmetrical
(B) The mean, median, and mode coincide at the center
(C) It touches the X-axis at both extremes (asymptotic)
(D) It is positively skewed

98. In a perfect Normal Probability Curve, what percentage of cases lie between the Mean and +1 Standard Deviation (SD)?
(A) 34.13%
(B) 50.00%
(C) 68.26%
(D) 95.44%

99. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In educational measurement, large unselected samples of physical or psychological traits tend to approximate the Normal Probability Curve.
Reason (R): Human traits are influenced by a multiplicity of independent chance factors that balance out over a large population.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

100. A Principal observes that the test scores of 1000 students follow a normal distribution with a mean of 50 and a standard deviation of 10. Approximately how many students scored between 40 and 60?
(A) 340
(B) 500
(C) 683
(D) 954

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101. Skewness in a frequency distribution refers to:
(A) The peakedness or flatness of the curve
(B) The lack of symmetry in the curve
(C) The dispersion of scores around the mean
(D) The average of the deviations

102. If a test is extremely difficult, most students will score low marks, with only a few scoring high. The resulting frequency curve will be:
(A) Positively skewed
(B) Negatively skewed
(C) Normally distributed
(D) Platykurtic

103. In a negatively skewed distribution of examination marks:
(A) The tail is elongated on the right side
(B) The mode is lower than the mean
(C) Most students have scored very low marks
(D) The mean is lower (less) than the median

104. Consider the following statements about skewed distributions:
I. A right-skewed distribution is positively skewed.
II. In a positively skewed distribution, the Mean is greater than the Median.
III. An easy test generally produces a positively skewed distribution.
Which of the statements given above are correct?

160. A school Principal analyzing demographic data categorizes students based on their socio-economic status into "Low", "Middle", and "High". This is an example of which level of measurement?
(A) Nominal
(B) Ordinal
(C) Interval
(D) Ratio

161. A teacher records the temperature of the science lab over a week in degrees Celsius. What type of scale does this temperature data represent?
(A) Nominal
(B) Ordinal
(C) Interval
(D) Ratio

162. The key distinction between interval and ratio scales is that ratio scales:
(A) Possess equal intervals between points
(B) Possess an absolute true zero point
(C) Can be ordered sequentially
(D) Are exclusively used for qualitative data

163. If a student receives a raw score of 0 on a spelling test, this means the student spelled none of the test words correctly. This is an example of:
(A) A absolute true zero value, demonstrating a complete and total lack of underlying spelling ability
(B) An arbitrary zero on a sample, not zero total ability
(C) A calculated median performance score representing the exact midpoint of the class distribution
(D) A negatively skewed score value resulting from an exceptionally difficult test administration

164. Consider the following types of graphs:
I. Cumulative Frequency Polygon
II. Histogram
III. Pie Chart
IV. Ogive
Which of the above graphs are typically used to represent cumulative frequencies?
(A) I and II only
(B) I and IV only
(C) II and III only
(D) III and IV only

165. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The mode is the only measure of central tendency that can be used meaningfully with nominal data (e.g., finding the most popular fruit among students).
Reason (R): Nominal data involves categorizing items without any quantitative order, making calculation of a mean or identification of a median impossible.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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166. In a frequency distribution table, "f" typically denotes the frequency, while "cf" denotes:
(A) Central frequency
(B) Cumulative frequency
(C) Class fraction
(D) Calculated frequency

167. Cumulative frequency of a class interval is calculated by:
(A) Summing a class frequency with all preceding class frequencies
(B) Dividing the specific class frequency by the overall total number of recorded sample observations
(C) Subtracting the exact lower boundary limit from the upper boundary limit of the class interval
(D) Directly multiplying the simple frequency count by the designated mid-point or class mark value

168. If the total number of students (N) is 200, the last class interval in a less-than cumulative frequency distribution will have a cumulative frequency of:
(A) 100
(B) 200
(C) 0
(D) It depends on the mean

169. In a "more-than" cumulative frequency distribution, the cumulative frequency of the first class interval (lowest scores) is equal to:
(A) The frequency of that specific class
(B) Zero
(C) The total frequency (N)
(D) Half of the total frequency

because it relies solely on observation.
III. Summative assessment scores can be analyzed using descriptive statistics.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

151. Which statistical graph is best suited to display the trend of a school's overall passing percentage in the Class X board exams over a continuous 10-year period?
(A) Circular Pie Chart
(B) Line Graph
(C) Bivariate Scatter Plot
(D) Continuous Histogram

152. In an analysis of school data, if the correlation between "teacher absenteeism" and "student performance" is found to be -0.65, this implies that:
(A) As teacher absenteeism increases, student performance tends to decrease
(B) As teacher absenteeism increases, student performance tends to increase
(C) High teacher absenteeism directly causes poor student academic performance
(D) Statistically, there is virtually no linear relationship between the two measured variables

153. A scatter plot reveals data points that loosely cluster around a straight line sloping upwards from left to right. This indicates:
(A) A perfect and deterministic positive correlation
(B) A moderate positive correlation
(C) A moderate negative linear correlation
(D) An absolute zero statistical correlation

154. "Outliers" in a dataset are:
(A) Individual performance scores that fall exactly on the calculated arithmetic mean
(B) Extreme values deviating far from other data
(C) The absolute most frequently occurring raw score values recorded in a frequency distribution
(D) Specific data points that fall perfectly along the linear trend of the calculated regression line

155. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): When calculating the mean score of a small class of 15 students, the presence of one extreme outlier score (e.g., 5 out of 100 while the rest score above 70) severely distorts the average.
Reason (R): The mean is calculated by summing all scores, so an extreme value heavily pulls the mean toward itself.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

156. If a researcher wants to predict a student's college GPA based on their high school board exam scores, the most appropriate statistical technique to use is:
(A) Simple Linear Regression
(B) Non-parametric Chi-Square Test of Independence
(C) Two-sample Independent Student's t-test
(D) Exploratory Factor Analysis Technique

157. In a school assessment report, a "decile" divides the distribution of scores into how many equal parts?
(A) 4
(B) 10
(C) 100
(D) 9

158. The 5th decile (D5) is numerically equal to the:
(A) First quartile (Q_1)
(B) Median
(C) Mean
(D) 5th percentile

159. Consider the following statistical relationships:
I. 2nd Quartile (Q_2) = 50th Percentile (P50) = 5th Decile (D5)
II. 3rd Quartile (Q_3) = 75th Percentile (P75)
III. Interquartile Range = Q_3 - Q_1
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

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correlation with each other

180. A Principal implements a new remedial program. Pre-test mean was 40, post-test mean was 60. To determine if this improvement is statistically significant and not just due to chance, the Principal should use a:
(A) Paired samples t-test
(B) Pearson product-moment correlation
(C) Sample population standard deviation
(D) Bivariate quantitative scatterplot

181. In hypothesis testing, a "p-value" less than 0.05 ($p < .05$) typically indicates that:
(A) The underlying null hypothesis should be formally and completely accepted as correct
(B) Results are statistically significant and unlikely due to chance
(C) The administered measurement tool or diagnostic test instrument is entirely invalid
(D) There exists precisely a 5% probability that the implemented teaching method was effective

182. A Type I error in statistical decision making occurs when a researcher:
(A) Accepts a false null hypothesis
(B) Rejects a true null hypothesis (false positive)
(C) Makes a calculation error in the standard deviation
(D) Selects a sample that is too small

183. When interpreting the results of a standardized achievement test, a student's "Grade Equivalent Score" of 6.5 means:
(A) The student successfully achieved a score of exactly 65% on the overall assessment
(B) Performance matches a student in the 5th month of 6th grade
(C) The student demonstrated sufficient mastery and should immediately be promoted to 6th grade
(D) The evaluated student has successfully mastered exactly 6.5 out of 10 measured learning outcomes

184. A major danger of reporting Grade Equivalent Scores to parents is that they often misinterpret them to mean:
(A) The evaluated child is definitively intellectually gifted across all academic domains
(B) The child warrants immediate placement in the higher grade
(C) The standardized diagnostic assessment tool utilized was inherently culturally biased
(D) The overall educational institution or school system is severely underperforming

185. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In classical test theory, the reliability of a test can be estimated using statistical methods such as the split-half technique or Cronbach's Alpha.
Reason (R): These statistical methods measure the internal consistency of the test items, indicating how dependably the test measures a trait.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

186. The reliability coefficient of a well-constructed standardized educational test should ideally be:
(A) Above 0.80 or 0.90
(B) Approximately near 0.00
(C) Precisely equal to 1.50
(D) Significantly negative in value

187. "Validity" of an assessment tool, statistically speaking, is often established by:
(A) Correlating scores with an established external criterion
(B) Ensuring that the overall test assessment maintains a fixed standard deviation of 15
(C) Administering the exact same test instrument twice over time to the identical student group
(D) Guaranteeing that every single item difficulty index value resolves to precisely 0.50

188. If a test is highly reliable, it:
(A) Must be highly valid
(B) May or may not be valid
(C) Is definitively biased
(D) Measures exactly what it claims to measure

189. Which of the following formulas is used to predict the reliability of a test if its length is increased or decreased?
(A) Spearman-Brown prophecy formula
(B) Pearson formula
(C) Cronbach's Alpha

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19. (A) Adding the upper limit and lower limit and dividing by 2
The class mark or mid-point represents the exact central value of a class interval in a frequency distribution table. It is calculated by taking the arithmetic average of the lower and upper limits of that interval, serving as a representative single score for subsequent mathematical computations like mean calculations.

20. (C) I, II, and IV only
The arithmetic mean is derived by dividing the total sum of scores by the total sample size, incorporating every value into its calculation. While extreme scores heavily influence the mean, the algebraic sum of deviations of all individual scores from their mean always equals zero, confirming its central mathematical properties.

21. (B) 43
Replacing an incorrectly recorded score of 60 with the correct value of 40 reduces the total sum of the ten scores by 20 points. Dividing this net reduction of 20 points across the sample size of 10 lowers the calculated mean by exactly 2 units, reducing the original mean from 45 to 43.

22. (C) The mid-point of the assumed mean class interval
The assumed mean method simplifies mean calculations for grouped data by selecting a arbitrary central class interval as a reference baseline. Deviations are calculated as the distance from the mid-point of this selected assumed mean class interval to the mid-points of all other respective class intervals in the distribution.

23. (D) It includes every individual score in its calculation
The arithmetic mean serves as the most stable measure of central tendency across multiple samples drawn from the same population because its formula incorporates every raw score. Changes in any single score alter the final calculated average, giving it high mathematical determinism and reduced sampling fluctuation compared to position-based measures.

24. (A) It will increase by 5
Adding a fixed numerical constant to every individual score in a dataset increases the overall sum of scores by that constant multiplied by the sample size. When divided by the total number of scores, the resulting arithmetic mean increases by that exact same constant value above the original average.

25. (A) Both A and R are true and R is the correct explanation of A
Skewed distributions feature asymmetrical score spreads where extreme values concentrate heavily at one tail of the data. Because the arithmetic mean incorporates every exact numerical value, extreme scores pull the mean away from the center toward the elongated tail, rendering it unrepresentative of the typical student performance in that group.

26. (C) The score point dividing the distribution into two equal halves
The median is a positional measure of central tendency defined as the exact middle score value in an ordered set of data. It divides a distribution into two equal parts, ensuring that exactly fifty percent of scores fall above it and fifty percent fall below it regardless of score spread.

27. (A) Average the two central scores after arranging data in order
Calculating the median for an ungrouped dataset containing an even number of scores requires first arranging all values in ascending or descending order. Because no single middle score exists, the median is calculated by finding the arithmetic mean of the two central scores occupying the middle positions of the sequence.

28. (D) The cumulative frequency preceding the median class
In the grouped data median formula, the term designated as capital F represents the cumulative frequency accumulated up to the lower boundary of the median class. Subtracting this value from half the total sample size identifies how many additional cases within the median class are needed to reach the midpoint.

29. (B) Median
When a dataset contains severe extreme values or highly skewed scores caused by outliers, the median serves as the most appropriate measure of central tendency. Unlike the mean, the median depends on score position rather than magnitude, preventing severe outliers from distorting the reported average performance of the student group.

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200. A Principal is leading a data-driven instruction workshop for teachers. A teacher complains that the statistical analysis of a 10-item weekly quiz is not yielding stable or reliable insights about student mastery. The Principal should correctly point out that statistically:

(A) A standard deviation statistic cannot be accurately computed for a brief 10-item quiz instrument

(B) Short tests generally possess lower statistical reliability than longer tests

(C) Inter-item correlation coefficients are mathematically guaranteed to be negative for short quizzes

(D) Diagnostic formative classroom assessments should strictly never be converted into numerical metrics

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63. (B) A score point below which a specific percentage of cases fall
A percentile point represents an exact raw score threshold along a test distribution below which a designated percentage of student scores fall. For instance, the thirtieth percentile point identifies the specific numerical score value that separates the bottom thirty percent of test-takers from the top seventy percent.

64. (B) P25
Quartiles divide an ordered frequency distribution into four equal parts, each containing twenty-five percent of the total sample. The first quartile represents the boundary mark separating the lowest twenty-five percent of scores from the remaining seventy-five percent, making it numerically equivalent to the twenty-fifth percentile rank.

65. (A) Both A and R are true and R is the correct explanation of A
In a normal distribution, scores concentrate densely around the mean and thin out near the tails. Consequently, minor raw score changes near the center cover large percentile shifts, whereas achieving equivalent percentile increases at extreme tails requires substantially larger raw score gains due to low data density there.

66. (A) I and II only
Correlation quantifies the linear strength and direction of association between two variables, where a coefficient of zero demonstrates an absence of linear relationship. However, correlation does not establish direct cause-and-effect relationships, as unmeasured confounding factors may drive the observed co-variation between the analyzed educational variables.

67. (C) -1.00 and +1.00
The correlation coefficient is a standardized metric bounded strictly within the numerical range of negative one to positive one. A value of positive one indicates a perfect direct linear relationship, negative one reflects a perfect inverse linear relationship, and zero denotes no linear association between measured variables.

68. (C) Number of days absent and final examination grades
A negative correlation occurs when increases in one variable correspond with systematic decreases in another variable. In school environments, higher rates of student absenteeism naturally align with decreased instructional time and reduced academic comprehension, resulting in lower examination grades and demonstrating a clear inverse or negative linear relationship.

69. (D) A strong positive relationship
A correlation coefficient of positive 0.85 approaches the upper limit of positive 1.00, indicating a highly robust direct linear relationship between formative and summative assessment scores. Students who score high on formative assessments consistently achieve high marks on summative tests, though causation cannot be assumed solely from correlation.

70. (A) I and II only
Positive correlation indicates variables change in the same direction, while the absolute magnitude of the correlation coefficient determines relationship strength regardless of sign. A coefficient of negative 0.90 reflects a stronger linear relationship than positive 0.75, whereas a zero correlation—not negative—indicates an absence of linear association.

71. (B) No linear relationship exists between shoe size and spelling skill
A correlation coefficient calculated as exactly zero demonstrates complete independence between two continuous variables within a linear framework. This indicates that a student's physical shoe size provides zero statistical utility or predictive power regarding their underlying spelling ability, reflecting an total absence of linear association between the variables.

72. (D) Product-moment correlation coefficient
Developed by Karl Pearson, the parametric statistical measure designed to calculate the strength and direction of linear association between two continuous, interval, or ratio scale variables is officially termed the Pearson Product-Moment Correlation Coefficient, symbolized by the lower-case letter r in empirical statistical research reports.

73. (A) The bivariate relationship between variables is linear
Calculating Karl Pearson's Product-Moment Correlation requires continuous interval or ratio scale data that exhibits a linear bivariate relationship. Nonlinear relationships distort the Pearson coefficient, requiring researchers

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but cannot be directly manipulated using arithmetic or formal statistical formulas.

9. (B) The exact time taken by students to complete a mathematics test
Continuous quantitative data represents variables that can assume any real numerical value within a given range, including fractional parts and infinite decimal subdivisions. Duration or time measured continuously along a scale can be broken into fine fractional units, whereas counting whole units like absent students or physical rooms generates discrete quantitative data.

10. (B) II and III only
Ratio measurement scales possess a true absolute zero, enabling proportional statements like double or half, whereas interval scales lack an absolute zero point. Standardized achievement test scores operate on interval scales because a score of zero does not represent a complete absence of knowledge, making proportional statements invalid for interval data.

11. (A) Teacher's anecdotal notes on the student's peer interactions
Qualitative data captures descriptive, non-numerical insights regarding human behaviors, attitudes, and interpersonal dynamics through narrative observations. Anecdotal record entries detailing how a student interacts with peers provide context-rich qualitative information, whereas attendance counts, test marks percentages, and percentile ranks convert educational performance into structured quantitative metrics for evaluation purposes.

12. (C) Interval Data – IQ scores from a standardized intelligence test
Intelligence quotient scores derived from standardized tests represent interval data because the scale features equal units of measurement between consecutive scores but lacks an absolute zero point. A score of zero on an IQ test does not signify a complete absence of intelligence, distinguishing interval measurements from ratio data scales.

13. (D) Present the data concisely to reveal structural patterns
Transforming unstructured raw test scores into an organized frequency distribution condenses large datasets into manageable tabular formats. This process clarifies structural patterns, showing how scores cluster, spread, or distribute across defined intervals, thereby facilitating easier interpretation of student performance trends without altering the underlying reliability or validity of the assessment tool.

14. (B) Between 5 and 15
When grouping numerical scores into frequency distribution tables, setting between five and fifteen class intervals maintains an optimal balance. Choosing fewer than five intervals causes excessive data condensation that obscures vital distribution patterns, while establishing more than fifteen intervals creates redundant complexity that defeats the primary purpose of data organization.

15. (B) 40-49
Under the inclusive method of class interval construction, both the lower and upper specified limit values are included within that interval. Therefore, an interval written as 40-49 encompasses all whole score values from 40 through 49 inclusive, placing an exact score of 40 directly into that specific class group.

16. (A) I, II, III, IV
Constructing a frequency distribution follows a logical sequence beginning with determining the overall score range between the highest and lowest values. Researchers then decide upon an appropriate number of class intervals, calculate the necessary interval width by dividing range by interval count, and finally tally individual scores into their respective categories.

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17. (A) Class magnitude or size
The exact upper limit minus the exact lower limit of a class interval defines the continuous length or width of that interval. Known as class magnitude or size, this value determines the exact numerical spread covered by each group within a frequency distribution table, ensuring consistent boundary definitions across all intervals.

18. (C) 20-30
In an exclusive frequency distribution, the upper limit of one class interval equals the lower limit of the succeeding interval, and scores matching that boundary value are excluded from the lower class. Consequently, a score of 20 is placed in the 20-30 interval rather than the 10-20 interval.

scales or unique student submissions. The median offers a superior measure of typical group performance in such cases because it depends strictly on positional ordering, remaining completely unaffected by the extreme numerical magnitudes of extreme outliers.

42. (D) The degree to which scores scatter around central tendency
Dispersion or variability measures the extent to which individual scores in a dataset spread out from one another and differ from central tendency measures. High variability indicates diverse student performance levels across a wide score range, whereas low variability reflects a tightly clustered, homogeneous set of test results.

43. (C) Range
The range provides the simplest and most rudimentary measure of statistical dispersion. It is calculated by taking the absolute difference between the highest and lowest scores in a dataset, offering a quick but superficial overview of spread without considering how middle scores are distributed between those two extreme limits.

44. (A) 77
To find the range of an ungrouped dataset, identify the maximum and minimum values present in the distribution. In the provided series of scores, the maximum score is 89 and the minimum score is 12. Subtracting 12 from 89 yields a total score range of 77.

45. (D) It relies solely on extreme scores and ignores middle data
Relying strictly on the difference between the absolute maximum and minimum scores makes the range highly unstable and sensitive to extreme outliers. Because its formula completely ignores all intermediate score values, the range fails to provide a comprehensive picture of how scores cluster or scatter within the inner dataset.

46. (D) I, II, and III
Quartile deviation, or semi-interquartile range, measures half the distance between the third and first quartiles. By taking the difference between Q_3 and Q_1 and dividing by two, it focuses strictly on the middle fifty percent of scores, offering a stable measure of dispersion that ignores extreme outer values.

47. (B) It excludes the outer 50% of scores, removing extreme outliers
Quartile deviation provides superior stability compared to the range because its calculation relies exclusively on the central fifty percent of the distribution. By truncating the upper and lower twenty-five percent of scores, it eliminates the distorting influence of extreme high or low outliers present in the dataset tails.

48. (A) 15
Quartile deviation is calculated by subtracting the first quartile value from the third quartile value and dividing the result by two. Subtracting the given Q_1 value of 40 from the Q_3 value of 70 leaves an interquartile difference of 30, which yields a quartile deviation of 15 when divided by two.

49. (D) Algebraic signs of deviations are treated as absolute values
Mean deviation measures the average distance of raw scores from a central tendency value, usually the mean or median. To prevent positive and negative deviations from canceling each other out to zero, all algebraic signs are disregarded, treating each deviation as an absolute positive distance during the averaging process.

50. (B) I and II only
Mean deviation eliminates negative signs by taking absolute values, while standard deviation squares individual deviations to ensure positive quantities. Variance represents the square of standard deviation, meaning standard deviation is the square root of variance, making the third statement mathematically inverted and incorrect regarding these statistical dispersion measures.

51. (B) II, III, and IV only
Mean deviation, standard deviation, and variance require evaluating the deviation of every single score in the dataset relative to the mean or median. In contrast, calculating the range involves only two values—the absolute highest and lowest scores—completely ignoring all intermediate score values present within the overall distribution.

52. (D) It avoids arbitrarily ignoring algebraic signs through squaring
Standard deviation is preferred over mean deviation in advanced inferential statistics because it resolves negative signs through

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30. (D) I, II, and III
The median is highly suited for ordinal data because it relies on positional ranking rather than exact interval distances. It resists distortion from extreme outliers compared to the mean and can be determined graphically by locating the fifty percent mark on a cumulative frequency curve or Ogive graph.

31. (A) The score with the highest frequency
The mode represents the specific value or category that appears most frequently within a dataset. It identifies the point of maximum concentration in a frequency distribution, providing a simple measure of central tendency that highlights the single most typical or common score achieved by students on a test.

32. (C) Bimodal
A frequency distribution containing two distinct, non-adjacent scores or categories that share the highest frequency is classified as bimodal. Visual representations of bimodal data display two separate peaks, indicating the presence of two distinct subgroups or clusters within the evaluated sample population.

33. (D) Mode
Nominal scale measurement categorizes qualitative data into distinct groups without mathematical magnitude or inherent sequential ranking. Because arithmetic operations and positional ordering are impossible with purely nominal labels, the mode is the only valid measure of central tendency, identifying the single most frequently occurring category in the dataset.

34. (C) The interval with the highest frequency
In grouped frequency distributions, the crude mode provides a quick, approximate estimate of central tendency. It is identified by determining the modal class—the specific class interval containing the absolute highest number of tallies or frequency count—and selecting the mid-point of that class interval as the estimated modal value.

35. (B) Two distinct student subgroups with differing proficiency levels
A bimodal distribution of academic test scores reveals two separate peaks of high frequency across the score range. In classroom evaluation, this statistical pattern typically indicates that the overall student population consists of two distinct sub-groups possessing noticeably different levels of subject mastery, preparation, or prerequisite academic proficiency.

36. (D) Mode = 3 Median - 2 Mean
In unimodal distributions that exhibit moderate asymmetry or skewness, an empirical relationship exists among the three primary measures of central tendency. This mathematical relationship states that the distance between the mean and the mode is approximately three times the distance between the mean and the median, expressed as Mode = 3 Median - 2 Mean.

37. (C) Mean = Median = Mode
A normal distribution is perfectly symmetrical around its central peak, with scores distributed equally on both sides of the center line. Because maximum frequency, the positional midpoint, and the arithmetic average all occur at the exact geometric center of the curve, the mean, median, and mode are identical.

38. (C) 75
Applying Karl Pearson's empirical formula for moderately skewed distributions, Mode equals three times the Median minus two times the Mean. Multiplying the given median of 65 by three yields 195, and multiplying the mean of 60 by two yields 120. Subtracting 120 from 195 results in an estimated mode of 75.

39. (C) Mean, Median, Mode
In a negatively skewed distribution, extreme low scores elongate the lower tail, pulling the arithmetic mean furthest to the left. The median occupies the middle position between the mean and mode, while the mode remains at the peak of highest score concentration, establishing the order as Mean, Median, Mode.

40. (D) Too difficult for most students
When the mean score is lower than the median, which is in turn lower than the mode, the distribution is positively skewed with an elongated tail extending toward high scores. This indicates that most students accumulated low marks while very few achieved high scores, proving the test was difficult.

41. (A) Both A and R are true and R is the correct explanation of A
Evaluating open-ended projects often introduces extreme outlier scores due to varying grading

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ANSWERS

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1. (A) To summarize, analyze, and interpret quantitative data to make informed educational decisions

Statistics plays a critical role in educational administration and assessment by providing systematic tools to organize, synthesize, and evaluate numerical information. By transforming raw evaluation scores into actionable insights, administrative personnel and educators can make evidence-based decisions regarding instructional strategies, resource allocation, policy implementation, and student progress tracking to enhance overall institutional performance.

2. (C) Summarize and describe the characteristics of a specific set of test scores

Descriptive statistics focuses on organizing, summarizing, and presenting data collected from a specific group without attempting to make broader generalizations beyond that group. In educational contexts, it provides concise numerical or visual summaries, such as averages and score spreads, to clearly describe student achievement levels and class performance patterns for a given test.

3. (A) Formative diagnosis and instructional planning

Analyzing midterm examination performance to pinpoint specific areas of learning weakness allows educators to modify ongoing teaching strategies and provide targeted interventions. This diagnostic application of statistical assessment helps identify pedagogical gaps during the learning process, ensuring that instructional planning directly addresses student learning needs prior to final summative evaluations.

4. (D) Statistical conclusions are exact and universally true under all circumstances

Statistical analysis in educational measurement relies on probabilistic models and sample observations, meaning conclusions represent general trends rather than absolute certainty. Because human behavior, learning traits, and measurement tools involve variability, statistical results carry inherent error margins and cannot yield universally true or exact outcomes under every conceivable circumstance across all educational settings.

5. (A) Both A and R are true and R is the correct explanation of A

Continuous and comprehensive evaluation involves gathering diverse qualitative and quantitative measurement data across multiple formative assessments throughout the academic session. Statistical techniques provide essential mechanisms to systematically organize, weight, and aggregate these discrete data points, enabling educational administrators to generate meaningful, objective, and holistic progress reports that accurately reflect cumulative student development.

6. (C) Nominal qualitative data

Categorizing data into distinct, mutually exclusive groups based on non-numerical attributes without any inherent rank, order, or quantitative magnitude represents nominal scale measurement. Preferred extracurricular activities serve as descriptive labels that group individuals qualitatively, making this classification a clear demonstration of nominal qualitative data within educational research and administration data collection.

7. (B) Ordinal scale

Ranking individuals sequentially based on performance establishes a relative order where position reflects relative superiority or inferiority. However, the numeric intervals between adjacent ranks do not represent equal quantities of the underlying achievement. Consequently, assigning competitive positions such as first, second, third, or fourth utilizes the structural properties of an ordinal scale.

8. (A) Measures numerical variables subjected to mathematical operations

Quantitative data in educational assessment consists of numerical values that quantify traits or achievements, allowing mathematical computations such as addition, averaging, and standard deviation calculations. In contrast, qualitative data focuses on narrative descriptions and observational qualities that capture context

mathematically sound squaring operations rather than arbitrary absolute values. This continuous mathematical property allows standard deviation and variance to be utilized seamlessly in advanced algebraic derivations and hypothesis testing procedures.

53. (B) 8
Variance is mathematically defined as the mean of the squared deviations, making standard deviation the positive square root of variance. Calculating the square root of the given variance value of 64 yields a standard deviation of 8, representing the standard linear spread of scores around the arithmetic mean.

54. (B) Provide an unbiased estimate of population variance
Sample variance tends to underestimate population variance because extreme population values are less likely to be sampled. Dividing the sum of squared deviations by N minus 1, known as Bessel's correction, expands the calculated variance slightly, adjusting for degree-of-freedom constraints to produce an unbiased population variance estimate.

55. (A) Yes, exactly in this order
Standard deviation calculation requires calculating the arithmetic mean, subtracting it from each score to find individual deviations, squaring those deviations to eliminate negative values, summing those squared deviations together, and finally dividing by sample size before extracting the positive square root to restore the original scale units.

56. (D) Section A exhibits more consistent, homogeneous performance
When two student groups share an identical mean score, their relative academic consistency is evaluated using standard deviation. A lower standard deviation indicates that individual scores cluster tightly around the average performance mark, proving that Section A performed with far greater homogeneity and consistency than the highly dispersed Section B.

57. (A) The square of the Standard Deviation
Variance represents a fundamental measure of statistical dispersion equal to the arithmetic average of squared deviations from the mean. Because standard deviation is derived by taking the square root of variance to return to original measurement units, squaring the standard deviation restores the exact mathematical value of variance.

58. (B) It will remain unchanged
Adding a constant numerical value to every raw score shifts the entire distribution along the measurement axis without altering the relative distances between individual scores. Because the distances between individual scores and the newly shifted arithmetic mean remain identical, the standard deviation remains completely unchanged after adding a constant.

59. (C) It will be multiplied by 4
Multiplying every raw score by a constant factor scales all individual deviations from the mean by that same factor. Because variance is calculated using squared deviations, multiplying scores by two scales the resulting variance by two squared, increasing the calculated variance of the dataset by a factor of four.

60. (D) Student A scored equal to or higher than 75% of test-takers
Percentile ranks indicate relative standing within a specific norm group by expressing performance as a percentage. Achieving a score at the seventy-fifth percentile means the student performed equal to or better than seventy-five percent of all test-takers, leaving twenty-five percent scoring higher, regardless of total test item counts.

61. (C) A is true but R is false
Percentile ranks excel in norm-referenced assessments by detailing a student's relative position compared to peers across a standardized score distribution. However, they do not measure absolute subject mastery against fixed pedagogical criteria, which is instead evaluated using criterion-referenced assessment frameworks rather than relative percentile comparisons.

62. (B) The 50th percentile (P50)
The median represents the exact middle position of an ordered set of data, dividing the total distribution into two equal halves. Because fifty percent of all scores fall at or below this midpoint, the median is numerically identical to the fiftieth percentile rank score in any continuous distribution.

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(D) Kuder-Richardson Formula 20 (KR-20)

190. Consider the following statistical methods for estimating reliability:
I. Test-Retest
II. Alternate/Parallel Forms
III. Split-Half
Which of the above methods require administering a test on two different occasions?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

191. A Principal is reviewing the results of a standardized assessment for the school. The data shows that the mean score of the school is at the 45th percentile of the state norms. What does this statistically imply?
(A) The school completely failed to meet basic passing standards on the assessment
(B) The school outperformed 45% of state schools
(C) Exactly 45% of all enrolled students in the school successfully passed the test
(D) The average student enrolled in the school scored precisely 45 marks out of 100

192. Which branch of statistics deals primarily with making generalizations about a population based on a sample?
(A) Inferential Statistics
(B) Descriptive Statistics
(C) Correlational Statistics
(D) Graphical Statistics

193. In statistics, a "Parameter" is a characteristic of a:
(A) Sample
(B) Population
(C) Frequency table
(D) Normal curve

194. A characteristic of a sample, such as the sample mean, is called a:
(A) Parameter
(B) Statistic
(C) Variable
(D) Constant

195. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Random sampling is crucial in educational research when trying to generalize findings from a sample to a larger population.
Reason (R): Random sampling ensures that every member of the population has an equal chance of being selected, minimizing selection bias.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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196. A Principal divides the student body into subgroups based on grade level (Class IX, X, XI, XII) and then randomly selects 10% of students from each subgroup for a survey. This sampling technique is known as:
(A) Unrestricted simple random sampling approach
(B) Stratified random sampling
(C) Single-stage cluster sampling method
(D) Non-probability convenience sampling technique

197. If a researcher selects every 10th student from an alphabetically ordered enrollment list, the sampling method used is:
(A) Systematic sampling
(B) Proportional stratified sampling
(C) Standardized cluster sampling
(D) Non-probability purposive sampling

198. An educational researcher computes the mean reading score for a sample of 100 students and calculates the "Margin of Error." The margin of error is primarily dependent on the:
(A) Overall calculated sample mean
(B) Standard error of mean
(C) Middle median of the sample set
(D) Total range of the population data

199. When analyzing the results of an item analysis, a distractor in a multiple-choice question is considered effective if it:
(A) Is systematically chosen by significantly more high-achieving students than low-achieving students
(B) Is completely ignored and chosen by no test-taking students at all
(C) Is chosen by more low-achieving students than high-achieving students
(D) Is completely and obviously incorrect to virtually every test-taking student

to confirm linear scatterplot arrangements and roughly normal score distributions before applying this parametric parametric correlation metric.

74. (C) 0
The formula for Karl Pearson's correlation coefficient divides the covariance of two variables by the product of their individual standard deviations. Covariance measures joint variability; if covariance equals zero, there is no shared variance between the variables, reducing the resulting Pearson correlation coefficient directly to zero.

75. (C) Spearman's Rank Difference Correlation
When evaluating paired educational data expressed strictly as ranks or ordinal positions assigned by different judges, Spearman's Rank Difference Correlation represents the appropriate statistical technique. It computes association based on positional rank differences rather than continuous raw score magnitudes, making it ideal for competitive judge evaluations.

76. (D) The difference between ranks of paired items
In Spearman's rank correlation formula, the term designated as capital D represents the calculated difference between the two relative ranks assigned to a single subject or observation across two evaluated variables. Squaring these individual rank differences eliminates negative values prior to summing them across the sample.

77. (C) A is true but R is false
Spearman's rank correlation is designed specifically for ordinal scale data or continuous scores converted into ordinal ranks. It evaluates association based strictly on relative rank orders rather than raw score magnitudes, making the assertion true while the reason statement is false due to its incorrect description of raw magnitude calculations.

78. (C) 0
When two evaluators assign identical ranking orders across all evaluated students, the rank assigned by the first judge matches the rank assigned by the second judge for every single case. Consequently, every individual rank difference equals zero, resulting in a total sum of squared differences of zero.

79. (B) Low or weak positive relationship
Correlation values between positive 0.20 and positive 0.40 are generally classified in educational statistics as representing a weak or low positive relationship. While a coefficient of positive 0.35 confirms that variables move in the same direction, the strength of their linear association and shared variance remains fairly limited.

80. (C) A calculation error occurred, as correlation cannot exceed 1.00
Standardized correlation coefficients derived from mathematical formulas are strictly bounded within a defined statistical scale ranging from negative 1.00 to positive 1.00. Reporting a correlation value of 1.15 represents a mathematical impossibility, indicating that calculation errors or formula input mistakes occurred during the data analysis process.

81. (D) The shared variance predictable between the two variables
The coefficient of determination, calculated by squaring Pearson's correlation coefficient, measures the proportion of total variance in one variable that is predictable from or shared with another variable. For instance, a correlation of 0.70 yields a coefficient of determination of 0.49, representing forty-nine percent shared variance.

82. (B) I and III only
Observational correlation never proves direct causal relationships, and extending conclusions beyond tested sample ranges introduces significant error risk. Furthermore, relationship strength depends strictly on absolute magnitude regardless of sign, meaning a correlation of negative 0.80 reflects a stronger linear relationship than positive 0.60, making statement two false.

83. (B) Adjacent vertical bars represent frequencies without gaps
A histogram graphically depicts continuous grouped frequency distributions using adjacent vertical rectangles. The base of each rectangle spans the continuous class boundaries on the horizontal axis while its height corresponds to class frequency, placing adjacent bars directly together without intervening spaces to reflect continuous scale measurement.

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reliability across all items simultaneously, making it an overall test metric rather than a direct component of single-item analysis.

128. (A) The proportion of students who answered the item correctly
The Item Difficulty Index, designated as p, quantifies how easy or hard a test question is by calculating the ratio of correct responses to total attempts. It is computed by dividing the number of test-takers answering correctly by the overall number of students attempting the item, yielding a decimal proportion.

129. (B) 0.80
The item difficulty index p represents the proportion of total examinees who correctly answer a specific question. Dividing eighty correct student responses by the total count of one hundred examinees yields a p-value of 0.80, indicating that eighty percent of the tested group answered the question correctly.

130. (B) II and III only
Lower p-values indicate greater item difficulty, making a p-value of 0.15 representative of a difficult question and 0.95 an easy question, which renders statement one false. For norm-referenced testing, targeting p-values around 0.50 maximizes score variance and optimizes discrimination between high and low performing students.

131. (A) How well an item differentiates high scorers from low scorers
The Item Discrimination Index measures an individual test question's capability to differentiate between high-achieving students and low-achieving students. It compares response patterns across upper and lower criterion groups, ensuring that overall test top performers answer the item correctly more frequently than low performers across the test population.

132. (C) Negative
Calculating item discrimination involves subtracting the proportion of correct responses in the bottom group from the proportion in the top group. When more low-achieving students answer a question correctly than high-achieving students, the formula produces a negative discrimination index, signaling potential item flaws or misleading option phrasing.

133. (C) Revise or discard the item due to flaws or miskeying
A negative discrimination index signifies that low-performing students correctly answered an item more often than high-performing students. This inverse pattern usually indicates ambiguous phrasing, tricky distractors, or incorrect answer key coding, requiring test developers to revise or completely remove the flawed item from the question bank.

134. (D) How effectively incorrect options attract low-performing students
Distractor analysis evaluates the functioning of incorrect options within multiple-choice items. Effective distractors must appear plausible to low-achieving students who lack subject mastery while failing to entice high-performing students who possess clear knowledge, ensuring each incorrect option contributes meaningfully to test item discrimination and measurement accuracy.

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135. (A) Yes, exactly in this order
Classical item analysis begins by ranking scored answer sheets from highest to lowest total score. Analysts then isolate the top 27% and bottom 27% criterion groups, tally the number of correct responses within each group for every question, and compute corresponding difficulty and discrimination indices using established formulas.

136. (B) Summarizing the current year's mean attendance and pass rates
Descriptive statistics focuses on collecting, organizing, and summarizing observed data for a specific group without generalizing beyond that dataset. Compiling and presenting current annual averages, such as mean student attendance rates and overall exam pass percentages in an official report, represents a standard application of descriptive statistics.

137. (C) t-test
The Student's t-test is a parametric statistical procedure used to evaluate whether the difference between the mean scores of two distinct groups reaches statistical significance. Comparing experimental and control groups using a t-test determines whether observed performance differences reflect true effects or mere random sampling variation.

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proportion by three hundred sixty degrees—the total angular sum of a circle—yields the exact sector angle needed to construct the chart accurately.

95. (A) Yes, exactly in this order
Constructing a pie chart begins with calculating total sample frequency, dividing category frequencies by that total to compute relative proportions, and multiplying by 360 degrees to determine central sector angles. A circle is then drawn and divided into sectors using a protractor to match calculated angular proportions.

96. (C) Chance and probability
The Normal Probability Curve is derived mathematically from the laws of chance and probability theory, reflecting the theoretical distribution of outcomes generated by a large number of independent random events. It serves as a foundational model for analyzing human traits and assessment scores in educational research.

97. (D) It is positively skewed
The Normal Probability Curve is a perfectly symmetrical, bell-shaped distribution where mean, median, and mode coincide at the center point. The tails extend indefinitely without touching the horizontal axis, making it asymptotic. Because it exhibits complete bilateral symmetry around its central peak, the normal curve is never skewed.

98. (A) 34.13%
Under the theoretical normal distribution model, exact mathematical proportions of total area are bounded by standard deviation intervals from the mean. Specifically, thirty-four point thirteen percent of the total area under the curve lies between the arithmetic mean and one standard deviation above or below the mean.

99. (A) Both A and R are true and R is the correct explanation of A
Large, unselected human populations naturally approximate normal curve distributions across physical and psychological measurements. This empirical phenomenon occurs because complex human traits are governed by innumerable independent genetic and environmental chance factors that combine randomly, balancing extreme traits around a central population average.

100. (C) 683
In a normal distribution, approximately 68.26% of all cases fall within one standard deviation above and below the mean. For a mean of 50 and standard deviation of 10, the range from 40 to 60 spans minus one to plus one standard deviation, encompassing roughly 683 out of 1000 students.

101. (B) The lack of symmetry in the curve
Skewness quantifies the degree of asymmetry present in a frequency distribution curve. While symmetrical distributions balance equally around a central peak, skewed distributions feature asymmetrical score concentrations where data points cluster heavily toward one extreme, creating an elongated tail extending toward the opposite end of the measurement scale.

102. (A) Positively skewed
When an assessment is exceptionally difficult, the vast majority of students accumulate low marks, clustering data near the lower end of the measurement scale. A few high-achieving students create an elongated score tail extending toward the upper right side, resulting in a classic positively skewed frequency distribution curve.

103. (D) The mean is lower (less) than the median
In a negatively skewed distribution, a high concentration of scores clusters at the upper end of the scale while extreme low scores pull the arithmetic mean toward the elongated left tail. Consequently, the calculated mean value falls below the median, which remains positioned above the mean near higher scores.

104. (A) I and II only
Right-skewed distributions feature elongated upper tails, making them positively skewed with a mean greater than the median. Statement three is false because an easy test yields high overall scores with a few low scores, creating an elongated left tail that results in a negatively skewed distribution rather than positive skewness.

105. (A) Both A and R are true and R is the correct explanation of A
A negatively skewed distribution indicates that most students scored near the top of the grading scale, creating a dense mass of high marks and a sparse tail extending toward low scores. This statistical pattern confirms that the assessment

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84. (D) The frequency of the class interval
In a standard frequency histogram constructed with uniform class interval widths, the area of each drawn rectangular bar is directly proportional to the frequency of that class. The bar height represents frequency density while the width spans interval limits, making total bar area reflect class sample counts accurately.

85. (A) Both A and R are true and R is the correct explanation of A
Histograms are specifically designed for continuous quantitative data grouped into class intervals, whereas bar charts represent discrete categorical data. Because continuous class boundaries meet seamlessly without mathematical gaps, histogram bars are drawn adjacent to each other without spaces, accurately representing continuous variables like test scores.

86. (B) Class mid-points (marks)
Constructing a frequency polygon involves plotting class frequencies as points directly above the exact mid-point of each respective class interval along the horizontal X-axis. Straight line segments then connect these consecutive points, creating a closed geometric line graph that visually portrays overall distribution shape and frequency trends.

87. (C) Adding zero-frequency intervals at both ends
To transform a line graph into a fully closed polygon, the line must connect to the horizontal axis at both ends. This closure is achieved by adding an extra theoretical class interval with zero frequency at both the lower and upper extremes, anchoring the graph endpoints directly onto the horizontal axis.

88. (A) I, II, and III only
Histograms depict continuous distributions using adjacent rectangles, frequency polygons join mid-point frequency coordinates with straight lines, and Ogives track cumulative frequencies against class boundaries. Statement four is incorrect because bar charts are used primarily for discrete categorical qualitative data rather than continuous quantitative variables in educational research.

89. (B) Cumulative Frequency Curve
An Ogive is a specialized graphical line chart that plots accumulated frequency totals across continuous class intervals, earning it the alternate designation of a cumulative frequency curve. It illustrates how student scores accumulate across a distribution, displaying either less-than or more-than cumulative trends along a smooth curve.

90. (B) I and III only
Less-than Ogives plot cumulative frequencies against upper class limits, creating an upward-sloping curve from left to right. Because cumulative totals rise monotonically, statement two is false. Ogives facilitate graphical estimation of medians and percentiles by mapping cumulative frequency percentages directly to corresponding score limits on the horizontal axis.

91. (D) Find 150 on the Y-axis and identify the matching X value
Finding the seventy-fifth percentile rank graphically on a less-than Ogive representing two hundred students requires calculating seventy-five percent of the total sample size, which equals one hundred fifty cases. Locating 150 on the vertical cumulative frequency axis and projecting horizontally to the curve reveals the corresponding score on the X-axis.

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92. (A) Categorical qualitative data across discrete groups
Bar diagrams present discrete qualitative categories using separated rectangular bars of equal width, where bar height represents category frequency or percentage. Spaces are deliberately left between adjacent bars to visually emphasize that the plotted categories represent distinct, non-continuous qualitative groups rather than a continuous numerical measurement scale.

93. (B) Pie Chart
Pie charts effectively illustrate proportional allocations of a complete categorical total. By dividing a full circle into proportional sectors where each angle reflects a category's relative percentage of the total budget, viewers can immediately visualize how individual expenditure categories contribute to the overarching whole institutional funding allocation.

94. (C) (Category frequency / Total frequency) $\times$ 360°
Calculating the central angle for a pie chart sector requires determining the proportional share that a specific category represents out of the total frequency. Multiplying this fractional

positive whole numbers when interpreting academic achievement feedback.

117. (C) T = 10Z + 50
Linear conversion transforms Z-scores into T-scores to eliminate negative numbers and decimal fractions. Multiplying the standard Z-score by ten scales the distribution spread, while adding fifty shifts the mean to fifty, producing a standardized scale defined mathematically by the linear equation T equals 10Z plus 50.

118. (A) 35
Converting a Z-score to a T-score uses the linear transformation formula T equals 10Z plus 50. Multiplying the given Z-score of negative 1.5 by ten yields negative 15. Adding negative 15 to fifty results in a final converted T-score of 35, representing performance below the mean.

119. (C) A mean of 50 and standard deviation of 10
By linear definition, the T-score scale rescales raw assessment data into positive whole numbers. The mathematical transformation fixes the baseline arithmetic mean at 50 and establishes each standard deviation unit at 10, creating a convenient standardized benchmark scale widely utilized in psychological and educational testing frameworks.

120. (B) One standard deviation above the class mean
T-scores operate on a standardized distribution scale with an established baseline mean of 50 and standard deviation unit of 10. Consequently, a student achieving a T-score of 60 stands exactly ten units above the baseline mean, placing their academic performance precisely one standard deviation above the overall class average.

121. (D) I, II, and III
Z-scores, T-scores, and Stanines represent standard score systems utilized in educational measurement. Z-scores use a zero mean, T-scores establish a mean of fifty, and Stanines divide normal distributions into nine single-digit bands, each converting raw scores into standardized units that convey relative student standing across assessment contexts.

122. (B) 9
The term Stanine abbreviates Standard Nine, reflecting a standardized scale that divides a normal score distribution into nine distinct single-digit bands numbered one through nine. Centered at five, this system simplifies score reporting by mapping percentages of normal curve area into broad, standardized performance categories for students.

123. (B) 2
Standard nine scales compress normal score distributions into single-digit bands from one to nine. The center of the scale sits at a mean of five, and each sequential stanine unit spans a width of one-half standard deviation, giving the overall Stanine scoring system a standardized standard deviation of approximately two.

124. (B) Trend analysis
Longitudinal evaluation of longitudinal educational performance data across multiple sequential years to identify directional trajectories is termed trend analysis. By applying statistical smoothing and line-fitting techniques to annual averages, administrators track whether institutional academic outcomes, enrollment rates, or pass percentages are systematically improving, declining, or remaining stable over time.

125. (A) Both A and R are true and R is the correct explanation of A
Evaluating instructional quality using raw achievement test scores penalizes educators assigned to historically low-performing student cohorts. Value-added statistical models provide fairer evaluations by controlling for prior student achievement levels and demographic variables, isolating the net academic growth directly attributable to specific classroom instruction over an academic term.

126. (B) Assess difficulty and discrimination of individual items
Item analysis comprises a series of classical statistical procedures designed to evaluate student responses to individual test questions. By measuring the proportion of correct responses and the ability of items to differentiate high and low performers, test developers identify flawed questions, optimize difficulty, and refine assessment quality.

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127. (A) I, II, and III only
Classical item analysis for multiple-choice tests evaluates item difficulty indices, item discrimination indices, and distractor effectiveness to refine individual test questions. Cronbach's Alpha measures total test internal consistency

contents were easy for the majority of the evaluated class.

106. (B) Peakedness or flatness relative to a normal curve
Kurtosis measures the vertical shape or concentration of scores in a frequency distribution relative to a standard normal distribution. It quantifies whether scores gather sharply around a central peak with heavy tails or spread broadly across a flattened curve, providing insights into data dispersion patterns beyond standard deviation metrics.

107. (C) Leptokurtic
A frequency distribution that displays a unusually tall, narrow central peak combined with heavy, relatively thick tails is classified as leptokurtic. This shape indicates that student scores cluster tightly around the central measure with a higher concentration of extreme values than found in a theoretical normal distribution curve.

108. (C) Mesokurtic
A standard Normal Probability Curve exhibits baseline peakedness and moderate tail thickness, serving as the benchmark standard for structural comparisons. In statistical terminology, this standard bell-shaped distribution with normal peak height and moderate dispersion characteristics is officially designated as mesokurtic, reflecting an excess kurtosis value of zero.

109. (C) Platykurtic
A platykurtic distribution displays a flattened, broad top with thin tails compared to a standard normal curve. This structural pattern occurs when scores spread out relatively evenly across a wide score range rather than clustering heavily around a single central average point, reflecting high uniform variability within the group.

110. (B) I and III only
Leptokurtic curves feature higher central peaks than normal distributions, and normal distributions have a mathematical kurtosis value of three. Statement two is incorrect because platykurtic curves signify widely dispersed, flat distributions rather than scores tightly clustered around the mean, which instead characterizes leptokurtic data arrangements.

111. (A) Allow fair score comparison across tests with different parameters
Transforming raw assessment marks into standard scores converts disparate measurements onto a single unified scale defined by standard deviation units. This conversion eliminates variations caused by differing test lengths, means, and score spreads, allowing educators to make fair, direct performance comparisons across different subjects and test forms.

112. (C) (Raw Score - Mean) / Standard Deviation
The standard Z-score indicates how many standard deviations a raw score lies above or below its distribution mean. It is calculated by taking the raw score, subtracting the distribution mean to find the net deviation, and dividing that deviation by the calculated standard deviation of the score dataset.

113. (C) +1.5
To calculate the Z-score, subtract the class mean of 60 from the student's raw score of 75, which yields a positive deviation of 15 points. Dividing this 15-point deviation by the standard deviation of 10 results in a standard Z-score of positive 1.5, indicating performance above average.

114. (D) A mean of 0 and standard deviation of 1
Standardizing any raw score distribution into Z-scores rescales the dataset around its center line. Subtracting the raw mean sets the new central mean to zero, while dividing by the standard deviation rescales the variance to unity, ensuring every Z-score distribution possesses a mean of 0 and standard deviation of 1.

115. (A) History
Evaluating performance using Z-scores reveals relative standing across different subjects. In History, subtracting the mean of 40 from 50 and dividing by 5 yields a Z-score of +2.0. In Geography, subtracting 50 from 60 and dividing by 10 yields +1.0, proving relative performance was higher in History.

116. (B) Negative values and decimals often confuse non-statisticians
While Z-scores offer precise mathematical standardization, their practical utility in public reporting is limited because half of all scores fall below zero as negative numbers. Additionally, fractional decimal places create confusion for parents and students who are accustomed to

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138. (C) Chi-square test of independence
The Chi-Square Test of Independence represents a non-parametric statistical procedure designed to analyze categorical data cross-tabulated in contingency tables. Evaluating whether student gender aligns non-randomly with academic stream selections involves comparing observed categorical frequency counts against expected frequencies to identify statistically significant associations between nominal variables.

139. (B) Compare means across three or more groups
Analysis of Variance, or ANOVA, is an inferential statistical technique designed to test for statistically significant differences among the sample means of three or more groups simultaneously. By partitioning total dataset variance into between-group and within-group components, ANOVA avoids the inflated Type I error risks associated with multiple t-tests.

140. (B) They lack a true zero point
Educational achievement test scales operate on interval scales rather than ratio scales, meaning a raw score of zero represents an arbitrary scale origin rather than complete absence of underlying ability. Concluding a student scoring zero possesses zero mathematical knowledge reflects a fundamental misunderstanding of scales lacking absolute zero points.

141. (B) Individual traits are incorrectly inferred from group data
The Ecological Fallacy is a logical and statistical error committed when researchers deduce individual behavior or characteristics strictly from aggregated group-level data. Assuming every student in a high-performing school possesses high academic ability improperly projects group summary statistics onto individual members, ignoring internal group variance.

142. (C) Symmetrical
In any perfectly symmetrical distribution, the arithmetic mean and positional median are identical. Because the median by definition divides a distribution into two equal halves with fifty percent of cases falling above it, exactly half the students will score above the average only when the dataset displays complete symmetry.

143. (A) I and II only
Inappropriate statistical practices include assuming causal relationships from correlation and directly comparing raw scores from tests with differing means and spreads without standardization. Using the median for skewed data represents an appropriate statistical choice rather than an error, making statement three a correct methodological practice.

144. (B) The score margin within which a student's true score lies
The Standard Error of Measurement estimates test score inaccuracy caused by random measurement error. Utilizing test reliability and standard deviation, it establishes a statistical margin or confidence interval around an observed score, defining the numerical range within which an examinee's theoretical true score likely falls.

145. (A) Both A and R are true and R is the correct explanation of A
Percentile ranks are ordinal measures that indicate relative group position rather than equal units of performance magnitude. Raw score distances between adjacent percentiles vary considerably across a normal curve, making direct mathematical operations like averaging percentile ranks mathematically invalid and misleading for summarizing group performance.

146. (B) Physics performance is more consistent than Mathematics
When two classes share identical mean scores, performance variability is evaluated using standard deviation. A lower standard deviation of 5 in Physics indicates student scores clustered tightly around the mean, demonstrating greater academic consistency and homogeneity compared to the higher score spread of 15 observed in Mathematics.

147. (B) Norm-referenced grading (grading on a curve)
Assigning academic grades based on pre-determined proportions derived from a normal distribution model constitutes norm-referenced grading, commonly termed grading on a curve. This system evaluates student achievement relative to peer cohort performance, distributing top, middle, and failing grades according to fixed percentile slices under the normal curve.

148. (B) Rank within a top designated class percentage
Relative or norm-referenced grading assigns student marks based on comparative standing within a peer group rather than absolute

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170. (A) Yes, they are correct and in the right order
Constructing a less-than Ogive requires determining upper exact limits for all class intervals, calculating cumulative frequencies, plotting upper class boundaries on the horizontal axis against cumulative frequencies on the vertical axis, and connecting consecutive plotted points with a smooth curve to illustrate cumulative distribution trends.

171. (A) Coefficient of Variation
Standard deviation measures absolute dispersion in original measurement units, preventing direct comparisons across datasets utilizing different metrics. The Coefficient of Variation standardizes dispersion by expressing standard deviation as a percentage of the arithmetic mean, enabling relative variability comparisons between disparate variables like weight and height.

172. (A) (Standard Deviation / Mean) $\times$ 100
The Coefficient of Variation quantifies relative dispersion as a standardized percentage. It is calculated by taking the standard deviation of a dataset, dividing it by the arithmetic mean, and multiplying the resulting decimal quotient by one hundred, producing a unitless metric for comparing relative variability across distributions.

173. (B) Section B
Relative group variability is evaluated using standard deviation when sample means match. Section B exhibits a standard deviation of 10 compared to Section A's standard deviation of 5, proving that student scores in Section B spread wider from the mean, making Section B more variable and less consistent.

174. (B) School X's results are more consistent and stable than School Y's
A lower Coefficient of Variation signifies that data values cluster more tightly around the arithmetic mean relative to overall magnitude. Comparing School X's variation coefficient of 10% against School Y's 25% demonstrates that School X achieved far greater annual pass percentage stability and consistency over the evaluated period.

175. (C) I and IV only
Z-scores measure an individual's relative position within a norm group, and the Coefficient of Variation measures relative group dispersion as a dimensionless percentage. Conversely, range and variance represent measures of absolute dispersion expressed in original or squared measurement units rather than standardized relative metrics.

176. (C) Scatter Diagram (Scatterplot)
Scatter diagrams visualize bivariate continuous data by plotting paired observations as individual coordinates along perpendicular axes. Mapping mock examination scores on one axis against final board examination marks on the other reveals linear relationships, clustering density, and correlation strength between the two assessment variables.

177. (B) A strong correlation
In a scatter diagram, the tightness with which plotted coordinate points align along an imaginary or calculated linear regression path reflects relationship strength. Points clustering tightly along a straight line indicate that high proportions of variance are shared, proving a strong linear correlation between variables.

178. (C) 49%
The proportion of shared variance between two continuous variables is determined by calculating the coefficient of determination, which equals the square of the correlation coefficient. Squaring the given correlation value of positive 0.70 yields 0.49, proving that forty-nine percent of the variance is shared between the measures.

179. (B) An unmeasured third variable causes the observed relationship
The third variable problem occurs in correlational research when an unmeasured confounding factor influences both analyzed variables simultaneously. This creates a spurious statistical association between two variables that lack direct causal connection, highlighting why observed correlation must never be conflated with true underlying cause-and-effect relationships.

180. (A) Paired samples t-test
A paired-samples t-test evaluates whether the mean difference between two dependent, repeated observations taken on the same group of subjects reaches statistical significance. Comparing pre-test and post-test scores using a paired t-test determines whether post-program learning gains

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159. (D) I, II, and III
Positional equivalencies confirm that the second quartile, fiftieth percentile, and fifth decile all represent the exact median midpoint of a dataset. Furthermore, the third quartile marks the seventy-fifth percentile, and subtracting Q_1 from Q_3 yields the interquartile range, making all three statements mathematically accurate.

160. (B) Ordinal
Classifying socio-economic status into categories such as low, middle, and high establishes a clear sequential order reflecting increasing relative status. However, because exact numerical intervals between these qualitative categories are unknown and unequal, this measurement scale satisfies the structural criteria of an ordinal scale.

161. (C) Interval
Temperature recorded on the Celsius scale represents interval measurement because consecutive degrees represent equal temperature differences. However, zero degrees Celsius does not represent a complete absence of heat energy, demonstrating an arbitrary zero point that distinguishes interval scales from ratio measurement frameworks possessing absolute true zeros.

162. (B) Possess an absolute true zero point
Interval and ratio scales both feature equal measurement increments between consecutive score units. The fundamental characteristic distinguishing ratio scales from interval scales is the presence of an absolute true zero point, which indicates complete absence of the measured variable and enables meaningful proportional ratio comparisons like double or half.

163. (B) An arbitrary zero on a sample, not zero total ability
Scoring zero on a specific spelling test indicates an examinee answered none of the selected sample items correctly. However, this result represents an arbitrary scale zero rather than an absolute zero, as it does not prove complete absence of all spelling knowledge beyond the specific sample tested.

164. (B) I and IV only
Cumulative frequency distributions are portrayed graphically using cumulative frequency polygons or Ogives. These charts display accumulated frequency totals plotted against continuous class limits, whereas histograms and pie charts represent standard non-cumulative frequencies across individual class intervals or discrete categorical sectors within a overall dataset.

165. (A) Both A and R are true and R is the correct explanation of A
Nominal scale data classifies qualitative attributes into distinct, non-numerical categories lacking logical order or mathematical magnitude. Because ordinal ranking and arithmetic addition are mathematically impossible with pure labels, calculation of means or medians is invalid, leaving the mode as the sole usable central tendency measure.

166. (B) Cumulative frequency
In statistical data tables, the lowercase letter f denotes the simple frequency count within a specific category or class interval. The abbreviation cf designates cumulative frequency, representing the running total of frequencies accumulated sequentially from the lowest class interval up through the specified upper class boundary limit.

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167. (A) Summing a class frequency with all preceding class frequencies
The cumulative frequency of a specific class interval is calculated by adding its simple frequency to the sum of all frequencies belonging to lower preceding intervals. This sequential accumulation tracks the total number of sample observations falling at or below the upper limit of that given class interval.

168. (B) 200
In a less-than cumulative frequency distribution, frequencies accumulate sequentially from the lowest class interval upward. Because every sample case falls below the upper boundary of the final interval, the cumulative frequency accumulated at the last class interval must equal the total sample size N, which is 200.

169. (C) The total frequency (N)
A more-than cumulative frequency distribution tracks the number of sample cases scoring at or above the lower limit of each sequential class interval. Because all sample observations fall at or above the lowest scale boundary, the cumulative frequency of the first class interval equals total sample size N.

performance standards. Under relative grading frameworks, securing an top grade requires ranking within a pre-determined top percentage of the class, regardless of whether absolute percentage marks cross fixed cut-offs.

149. (B) Adjust scores for varying difficulty across paper sets
Scaling test scores involves applying statistical transformations to standardize marks across multiple test administrations or alternative paper sets. Examination boards utilize scaling procedures to adjust for minor variations in exam difficulty, ensuring that scores remain directly comparable and fair across different test versions and student cohorts.

150. (B) I and III only
Formative CCE data is primarily criterion-referenced to guide individual learning mastery, while summative scores can be synthesized using descriptive statistics to evaluate overall outcomes. Statement two is false because descriptive and inferential statistics provide indispensable analytical frameworks for aggregating, summarizing, and interpreting CCE evaluation datasets over time.

151. (B) Line Graph
Line graphs excel at portraying continuous longitudinal data trends across equal time intervals. By plotting consecutive years along the horizontal axis and corresponding pass percentages on the vertical axis, a line graph clearly illustrates continuous trajectory patterns, showing whether institutional performance is rising, falling, or stabilizing over time.

152. (A) As teacher absenteeism increases, student performance tends to decrease
A negative correlation coefficient signifies an inverse relationship between two evaluated variables. A correlation of negative 0.65 demonstrates that higher rates of teacher absenteeism systematically align with lower levels of student academic performance, confirming that as one variable rises, the other tends to fall across the dataset.

153. (B) A moderate positive correlation
A scatter plot displaying data points that cluster loosely around an upward linear trend from left to right reflects a positive relationship of moderate strength. While tight alignment indicates strong correlation, loose clustering along an ascending path confirms that higher values on one variable generally correspond with higher values on the other.

154. (B) Extreme values deviating far from other data
Outliers represent atypical data points within a distribution that deviate markedly from the general pattern established by the majority of observations. These extreme high or low values lie far beyond normal score concentrations, potentially exerting disproportionate influence on parameter calculations like the arithmetic mean and sample variance.

155. (A) Both A and R are true and R is the correct explanation of A
Small datasets are particularly vulnerable to distortion from extreme score values. Because calculating the arithmetic mean requires summing all raw scores, a single distant low outlier pulls the total sum downward, resulting in an average value that fails to reflect the typical high achievement of the class.

156. (A) Simple Linear Regression
Simple linear regression models the functional mathematical relationship between a continuous predictor variable and a continuous criterion variable. By deriving a best-fit regression line equation from historical board exam scores, researchers can predict future student performance metrics, such as college grade point averages, based on known secondary scores.

157. (B) 10
Deciles represent positional measures that partition an ordered distribution of scores into ten equal parts, each containing exactly ten percent of the total sample observations. Calculating decile boundary points requires nine dividing values that group student performance across ten sequential ten-percent score bands.

158. (B) Median
The fifth decile separates the lower fifty percent of an ordered dataset from the upper fifty percent. Because the median by definition marks the exact positional midpoint below which fifty percent of all cases fall, the fifth decile is numerically identical to the median and the fiftieth percentile rank score.

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stem from instructional intervention rather than random chance.

181. (B) Results are statistically significant and unlikely due to chance
In inferential hypothesis testing, obtaining a p-value below the standard significance threshold of 0.05 indicates that observed sample differences have less than a five percent probability of occurring by random sampling error. This allows researchers to reject the null hypothesis and declare the findings statistically significant.

182. (B) Rejects a true null hypothesis (false positive)
A Type I error occurs in inferential decision making when a researcher mistakenly rejects a null hypothesis that is actually true in the population. This false positive error concludes that an experimental intervention produced a significant effect when observed sample differences actually resulted strictly from random sampling variation.

183. (B) Performance matches a student in the 5th month of 6th grade
Grade equivalent scores express student performance relative to average scores achieved by norm-group pupils at specific grade levels. A grade equivalent score of 6.5 indicates that the examinee's raw score equals the average performance demonstrated by nationwide norming students in the fifth month of sixth grade.

184. (B) The child warrants immediate placement in the higher grade
Parents frequently misinterpret grade equivalent scores as indicators of advanced curriculum placement readiness. A fourth-grader earning a 6.5 grade equivalent score demonstrated superior mastery of fourth-grade content matching average sixth-grader performance on that specific test, but does not necessarily possess prerequisite knowledge for sixth-grade instruction.

185. (A) Both A and R are true and R is the correct explanation of A
Classical test theory estimates assessment reliability through statistical consistency measures like split-half coefficients and Cronbach's Alpha. These procedures evaluate internal consistency across test items, demonstrating how dependably and free from random error a test instrument measures an underlying educational or psychological construct.

186. (A) Above 0.80 or 0.90
Reliability coefficients range from zero to positive one, quantifying measurement consistency and freedom from random error. Well-constructed standardized educational tests designed for high-stakes decision making should achieve high internal consistency and stability, maintaining reliability coefficients ideal at or above 0.80 or 0.90 thresholds.

187. (A) Correlating scores with an established external criterion
Empirical criterion-related validity is established by calculating statistical correlation between test scores and an independent external criterion measure. A high correlation coefficient confirms that the assessment tool accurately measures or predicts the specific target domain or real-world performance metric it purports to evaluate.

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188. (B) May or may not be valid
Reliability represents a necessary but insufficient prerequisite for assessment validity. A test tool can measure something with remarkable consistency and yield stable scores, yet fail to measure the intended theoretical construct accurately, proving that a highly reliable instrument may or may not possess construct or criterion validity.

189. (A) Spearman-Brown prophecy formula
The Spearman-Brown prophecy formula estimates how test reliability changes when test length alters by adding or removing parallel items. Because expanding test length increases true score variance faster than error variance, this formula accurately predicts reliability gains resulting from increasing total item counts on tests.

190. (B) I and II only
Test-retest reliability requires administering the identical test on two separate occasions, and alternate-forms reliability requires administering two parallel test versions at different times. In contrast, split-half reliability evaluates internal consistency from a single test administration by dividing items into two equivalent halves for scoring.

24. In a competitive entrance examination for a specialized vocational stream, the top 100 students based on merit rank are admitted regardless of their raw scores. This scenario is a practical application of the philosophy underlying:
(A) Relative grading/assessment
(B) Absolute grading/assessment
(C) Direct grading
(D) Formative assessment

25. Which of the following is NOT a feature of a relative grading system?
(A) It systematically ranks individual students against one another within a cohort.
(B) It indicates specific skills mastered by a student.
(C) It automatically adjusts grade cut-offs based on the relative difficulty level of the test.
(D) It strictly limits the total number of top grades that can be awarded to any given group.

26. The most fundamental difference between absolute and relative grading lies in:
(A) The type of subjects they can be applied to
(B) The standard of comparison used to assign grades
(C) The statistical tools used to calculate reliability
(D) The frequency of reporting to parents

27. Consider the following comparative statements between absolute and relative grading:
I. Absolute grading indicates the degree of mastery over content, while relative grading indicates a student's standing within a cohort.
II. Relative grading is more sensitive to the difficulty level of a test than absolute grading.
III. Absolute grading naturally forces a bell-curve distribution of results.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

28. Identify the INCORRECT statement regarding the differences between absolute and relative grading systems.
(A) Absolute grades are derived strictly from pre-determined cut-off percentage thresholds across all subjects.
(B) Relative grades depend heavily on the measures of central tendency and dispersion of the entire class scores.
(C) Absolute grading fosters competition for top ranks compared to relative grading.
(D) Relative grading is generally preferred for large-scale competitive examinations and norm-referenced evaluation tests.

29. A board of education decides to shift from absolute grading to relative grading for its final examinations. What is the most likely administrative justification for this shift?
(A) To ensure parents understand exactly which specific syllabus topics or concepts their child missed in the exam
(B) To significantly simplify the overall mathematical calculation of final grades for subject teachers
(C) To guarantee that every single student who achieves a raw score of 90% automatically receives an A1 grade
(D) To eliminate pass percentage fluctuations caused by varying test difficulty.

30. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Grades derived from an absolute grading system are difficult to compare across different schools or boards.
Reason (R): Different schools and boards may have varying standards of assessment, difficulty levels, and instructional quality.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. Which of the following correctly pairs the grading type with its best use case?
(A) Absolute Grading - Selecting candidates for limited civil service posts
(B) Absolute Grading - Licensing examinations for medical practitioners
(C) Relative Grading - Certifying minimum competency in basic literacy
(D) Relative Grading - Assessing individual student progress against an IEP

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CHAPTER 09
Grading Systems and Reporting

1. Which of the following best defines the primary educational purpose of a grading system as opposed to a traditional numerical marking system?
(A) To classify students into broad ability bands to minimize measurement errors
(B) To provide an exact mathematical quantification of a student's cognitive ability across all academic subjects
(C) To facilitate the precise ranking of students from highest to lowest across all internal academic assessments
(D) To ensure that internal school marks mathematically align with standardized external board examination results

2. The term "grade" is derived from the Latin word "gradus". In the context of educational evaluation, what does this term signify?
(A) A comprehensive measure of general cognitive intelligence and potential
(B) A precise quantitative percentage score out of a maximum of one hundred
(C) A step or degree on a proficiency scale
(D) An established developmental standard of physical maturation and growth

3. Consider the following statements regarding the objectives of implementing a grading system in schools:
I. It reduces the psychological pressure and unhealthy competition among students.
II. It increases the precise distinction between a student scoring 89 and a student scoring 90.
III. It provides a more reliable assessment by grouping students with similar proficiency levels.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

4. Which of the following is a fundamental difference between marking and grading?
(A) Marking is inherently subjective across all subjects, whereas grading is universally and purely objective.
(B) Marking is used only for formative assessment, whereas grading is used only for summative assessment.
(C) Marking always requires formal statistical normalization, whereas grading never utilizes moderation.
(D) Marking uses a continuous scale, while grading uses a discrete, categorical scale.

5. Which of the following is NOT a recognized advantage of using a grading system in school education?
(A) It completely eliminates the arbitrary distinction between marginal score differences among students.
(B) It provides an exact numerical value for knowledge acquired.
(C) It facilitates easier comparison of overall student performance across diverse academic subjects.
(D) It assists educators in effectively categorizing students into clear functional levels of achievement.

6. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The introduction of a grading system significantly reduces the examination-induced stress among school students.
Reason (R): Grading eliminates the declaration of exact raw marks, thereby preventing micro-comparisons and peer rivalry over single-mark differences.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

7. Direct grading, where an assessor directly assigns a grade based on an observed performance without first assigning numerical marks, is most

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41. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Examination boards often employ a relative grading system (9-point scale) for Class X and XII board examination results.
Reason (R): A relative grading system perfectly indicates whether a student has mastered the specific foundational competencies of a subject.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

42. A school Principal analyzing board results notes that the cut-off for the A1 grade in English was 92 marks, while the cut-off for A1 in Mathematics was 98 marks. This variation is a direct result of:
(A) An administrative error occurring during the official tabulation of final student marks
(B) The use of positional grading proportions
(C) The strict application of absolute grading rules across different subject disciplines
(D) The inherent difference in internal school assessment weightage allocated to subjects

43. A 5-point grading scale is commonly represented by which of the following grade distributions?
(A) O, A, B, C, D
(B) A, B, C, D, E
(C) A1, A2, B1, B2, C1
(D) Distinction, First, Second, Third, Fail

44. In the context of school education, a 5-point grading scale is most frequently recommended and utilized for:
(A) High-stakes final board examinations conducted for Class XII graduating students
(B) Highly competitive high-stakes university entrance and selection examinations
(C) Assessing primary students and co-scholastic areas
(D) Calculating the overall final percentile rank required for national merit scholarships

45. Consider the following statements regarding the 5-point grading scale:
I. It offers broader categorization of students compared to a 9-point scale.
II. It is less precise in discriminating between high achievers than a 9-point scale.
III. It is frequently used for assessing attributes like attitudes, values, and life skills.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

46. When comparing a 5-point grading scale to a 9-point grading scale, which of the following is true?
(A) The 5-point scale inherently possesses a significantly higher discriminatory power among top scorers.
(B) The 9-point scale routinely groups a far larger range of raw marks into a single consolidated grade band.
(C) The 5-point scale minimizes micro-classification stress for young children.
(D) The 9-point scale is statutorily mandatory under statutory education provisions for all lower primary classes.

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47. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The 5-point grading scale is heavily favored for reporting performance in the foundational and preparatory stages of education.
Reason (R): Younger children benefit from a broad, qualitative assessment approach rather than hyper-competitive, fine-grained stratification.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

48. A school requires its teachers to grade students' participation in Eco-Club activities. Which of the following grading models is the most appropriate and administratively standard for this co-scholastic area?
(A) 9-point relative positional grading based on cohort ranking distributions
(B) Absolute continuous numerical marking out of 100 calculated with decimal places
(C) Advanced percentile ranking formulas calculated based on class standard deviation
(D) 5-point direct grading using qualitative descriptors

Reason (R): Absolute grading does not adjust the grade boundaries to compensate for the varying difficulty levels of the assessment tool.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. If a Directorate of Education decides to lower the absolute passing threshold from 33% to 25% for a specific remedial cohort, what is the most likely immediate administrative outcome?

(A) The overall statistical reliability of the measurement test instrument will significantly increase.
(B) The examination test will automatically transform into a standardized norm-referenced test.
(C) The construct validity of the written assessment test will be completely compromised across all criteria.
(D) More students will achieve the minimum qualifying pass grade.

17. In a relative grading system, a student's grade is primarily determined by:

(A) Their performance relative to other students in the group
(B) Their demonstrated individual mastery of specific pre-defined subject curriculum outcomes
(C) The pre-determined subjective evaluation criteria established by the school Principal
(D) Their previous cumulative academic record evaluated against their current term performance

18. Relative grading is most aligned with the principles of which of the following?

(A) Formative Assessment
(B) Criterion-referenced evaluation
(C) Norm-referenced evaluation
(D) Diagnostic Assessment

19. Consider the following statements regarding relative grading:

I. It is highly effective for selecting students for limited seats in higher education or scholarships.
II. It guarantees that all students who have achieved mastery of the subject will receive the highest grade.
III. It often assumes that the trait being measured is normally distributed in a large population.

Which of the statements given above are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

20. When utilizing the Normal Probability Curve (NPC) for relative grading, what statistical measures are essential for determining the grade boundaries?

(A) Mode and Range
(B) Median and Quartile Deviation
(C) Correlation Coefficient and Variance
(D) Mean and Standard Deviation

21. A Principal instructs a teacher to ensure that exactly 10% of the class receives an A, 20% receives a B, 40% receives a C, 20% receives a D, and 10% receives an E. What specific type of grading does this instruction represent?

(A) Absolute grading
(B) Grading on the curve
(C) Criterion-referenced grading
(D) Direct qualitative grading

22. Which of the following is a valid criticism of strictly applying a relative grading system (grading on a curve) in a classroom of 30 students?

(A) It encourages collaborative learning and peer tutoring.
(B) It allows all students to receive the highest grade if they all study hard.
(C) The sample size is too small to assume a normal distribution of ability.
(D) It removes all elements of competition from the classroom.

23. If a student obtains a Z-score of +2.0 in a standardized test, and the institution uses relative grading based on the normal curve, in which grade band is this student most likely to be placed?

(A) The lowest failing academic grade band in the distribution
(B) The exact average or middle grade band of the normal curve
(C) The grade band located just below the overall class average
(D) The top grade band

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(A) It reflects the student's performance across the entire duration of the school program.
(B) It calculates the average performance of a student in a single specific semester.
(C) It measures the average performance of the entire class in one subject.
(D) It is an alternative term for raw percentage.

57. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A weighted GPA provides a more accurate reflection of a student's academic workload and performance than an unweighted GPA.
Reason (R): A weighted GPA accounts for the fact that a 5-credit core subject demands more time and effort than a 1-credit elective.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

58. A student receives grade points of 9, 8, 7, 9, and 7 in five subjects of equal credit weightage. What is the student's unweighted GPA?
(A) 7.5
(B) 8.0
(C) 8.2
(D) 8.5

59. When calculating a GPA, the denominator in the standard formula represents:
(A) The overall maximum number of grade points available
(B) The total credits or subjects attempted
(C) The highest possible theoretical grade point on the scale
(D) The sum total of all raw assessment marks obtained

60. Cumulative Grade Point Average (CGPA) differs from GPA primarily in that CGPA:
(A) Only includes core academic subjects while completely excluding all co-scholastic learning areas
(B) Averages grade points over the entire academic program duration up to a point.
(C) Is always calculated on a strict 4-point scale, whereas standard GPA is calculated on a 10-point scale
(D) Is derived by directly summing cumulative percentage marks rather than subject grade points

61. If a student has an SGPA of 8.0 in Semester 1 (20 credits) and an SGPA of 9.0 in Semester 2 (20 credits), what is the student's CGPA at the end of Semester 2?
(A) 8.0
(B) 8.5
(C) 9.0
(D) 17.0

62. In continuous and comprehensive evaluation schemes, what is the standard formula historically provided to convert CGPA (on a 10-point scale) into an indicative percentage?
(A) CGPA $\times$ 9.5
(B) CGPA $\times$ 10
(C) (CGPA + 1) $\times$ 10
(D) CGPA $\times$ 9.8

63. Consider the following statements regarding CGPA:
I. It provides a holistic snapshot of a student's sustained academic performance over multiple terms.
II. A sharp drop in performance in a single semester will instantly and drastically lower the overall CGPA to the level of that semester.
III. CGPA calculation includes the credit weightings of all courses taken across all completed semesters.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

64. What was the statistical rationale behind prescribing the multiplier of 9.5 to convert CGPA to an indicative percentage?
(A) 9.5 was calculated as the overall average raw score of the top 5% performing students across all subjects.
(B) It was empirically derived from the mean marks of students in the A1 grade band.
(C) It was a completely arbitrary numerical factor selected by the committee purely for ease of manual calculation.
(D) It represented the estimated cumulative inflation rate of secondary board examination marks over the previous decade.

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32. In the context of educational evaluation, why is absolute grading generally considered better for basic school certification, while relative grading is better for university selection?
(A) Certification strictly requires student ranking, whereas competitive selection focuses purely on certifying basic foundational literacy skills.
(B) Absolute grading relies primarily on standard deviation calculations, which school administrators strongly prefer over basic percentage cut-offs.
(C) Relative grading models are far simpler and easier to explain to non-expert parents during routine progress meetings at the basic school level.
(D) Certification verifies minimum standards, while selection filters candidates by merit.

33. Two students from different batches take a Physics exam. Student X scores 85% in a very easy paper and gets an A2. Student Y scores 70% in a very difficult paper and gets an A1. The board is most likely using which type of grading system?
(A) Positional/Relative grading
(B) Absolute grading
(C) Direct grading
(D) Criterion-referenced grading

34. Under the standard 9-point relative grading scale traditionally used for secondary school classes, what is the highest grade awarded?
(A) A+
(B) O (Outstanding)
(C) A1
(D) A*

35. In a 9-point relative grading system applied to board examinations, how is the top grade (A1) mathematically determined?
(A) Awarded to the top 1/8th of the passed candidates
(B) Awarded to all students scoring above 90%
(C) Awarded to the top 10% of all registered candidates
(D) Awarded to the top 1/10th of the passed candidates

36. Consider the following statements regarding a 9-point grading scale based on positional grades:
I. Grades are awarded only to the candidates who pass the subject.
II. The passed candidates are divided into eight equal groups.
III. The grade 'E' indicates candidates who have failed to qualify.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

37. In a 9-point relative grading system, when candidates with identical scores fall at the boundary line of two grades (e.g., between A1 and A2), what is the standard protocol?
(A) The tie-bound candidates are randomly divided between the two adjacent grade bands.
(B) All tied candidates are awarded the higher grade.
(C) All tied candidates with the identical boundary score are pushed down to the lower grade band.
(D) A separate standardized re-test is officially conducted specifically for borderline candidates.

38. If 80,000 students pass a senior secondary Mathematics examination evaluated under a 9-point positional grading scale, approximately how many students will be placed in the A2 grade bracket, assuming no ties at the boundary?
(A) 5,000
(B) 12,500
(C) 10,000
(D) 15,000

39. Which of the following shows the correct descending order of the first five grades in a standard 9-point grading system?
(A) A1, A2, B1, B2, C1
(B) A+, A, B+, B, C+
(C) O, A+, A, B+, B
(D) A1, B1, C1, D1, E1

40. In a 9-point relative scale, if a student secures an 'E' grade, it signifies that the student has:
(A) Failed to secure qualifying marks in that subject
(B) Successfully passed the examination paper with minimal marginal marks
(C) Been officially exempted from appearing in the term examination
(D) Achieved a score that corresponds exactly to the calculated class average

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191. (B) The school outperformed 45% of state schools
Norm-referenced percentile ranks indicate relative standing across a comparison population. Reporting that a school's mean score places at the 45th percentile of state norms confirms that the institution achieved performance equal to or higher than 45 percent of participating schools across the state comparative distribution.

192. (A) Inferential Statistics
Inferential statistics provides mathematical techniques and probability models that enable researchers to draw conclusions and make generalizations about overall population parameters based on observed sample data. It encompasses hypothesis testing, confidence interval estimation, and regression analysis to make evidence-based predictions under uncertainty.

193. (B) Population
In statistical terminology, a parameter defines a fixed numerical summary value that describes an entire population. Parameters represent true population values, such as the true population mean or standard deviation, which are typically unknown and estimated using corresponding statistics calculated from representative research samples.

194. (B) Statistic
A statistic is a descriptive numerical measure computed directly from sample observations. Examples include the sample mean and sample standard deviation, which serve as point estimates for corresponding unknown population parameters in inferential research studies examining educational traits and achievement distributions.

195. (A) Both A and R are true and R is the correct explanation of A
Generalizing research conclusions from sample observations to target populations requires representative sampling. Simple random sampling ensures every population member possesses an equal probability of selection, effectively eliminating systematic sampling bias and producing representative samples that validate inferential statistical generalizations in educational research.

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196. (B) Stratified random sampling
Stratified random sampling divides a population into mutually exclusive subgroups or strata based on shared demographic characteristics, such as grade levels. Randomly selecting proportional samples from each distinct stratum ensures that key subgroups are adequately represented, improving sample precision and reducing sampling error relative to simple random methods.

197. (A) Systematic sampling
Systematic sampling selects sample elements from an ordered sampling frame using a fixed, periodic sampling interval. Calculating the interval k by dividing population size by desired sample size and selecting every kth individual after a random start ensures an even distribution across the listed population frame.

198. (B) Standard error of mean
The margin of error surrounding a sample estimate quantifies expected sampling variation at a chosen confidence level. It is calculated directly by multiplying a standardized critical Z or t value by the standard error of the mean, making margin of error fundamentally dependent on standard error magnitudes.

199. (C) Is chosen by more low-achieving students than high-achieving students
Multiple-choice distractors serve to attract examinees who lack full subject mastery. Item analysis evaluates distractor quality by confirming that incorrect options are selected more frequently by low-performing students than high-performing students, proving the option functions as a plausible alternate answer for unprepared examinees.

200. (B) Short tests generally possess lower statistical reliability than longer tests
Test length directly influences classical measurement reliability. Short assessment instruments containing few items sample limited content domains and are susceptible to random chance variations, resulting in lower internal consistency and higher measurement error compared to longer tests that capture broader, stable response samples.

49. What is a primary limitation of using a 5-point grading scale for senior secondary academic subjects?
(A) It lacks the granularity required by universities for candidate selection.
(B) It provides far too much detailed quantitative information, frequently overwhelming non-expert parents.
(C) It mathematically cannot be converted into a standard Grade Point Average (GPA) or cumulative index.
(D) It necessitates the mandatory use of complex statistical software algorithms to derive the final grades.

50. A Principal decides to transition the primary wing from a 9-point scale to a 5-point scale. A parent objects, stating they won't know if their child is "top of the class." What is the most pedagogically sound response from the Principal?
(A) To explain that the 5-point scale represents an unchangeable legal government mandate that cannot be questioned.
(B) To offer to provide the parent with secret raw examination marks hidden behind official published grades.
(C) Primary education focuses on developmental milestones rather than ranking peers.
(D) To state that a 9-point scale is mathematically and logistically impossible to apply to primary subjects.

51. The Grade Point Average (GPA) is best defined as:
(A) The arithmetic mean of grade points earned in a specific period
(B) The sum total of all raw continuous marks obtained divided by the overall number of subjects evaluated
(C) The standardized percentile rank position achieved by an individual student in a given term or semester
(D) The cumulative grand total of all academic course credits successfully earned across a degree program

52. In a weighted GPA system, how is the GPA calculated?
(A) By simply adding together all earned grade points and dividing that sum by the total number of subjects
(B) By multiplying raw marks obtained in each exam by course credits and dividing the result by one hundred
(C) By subtracting the lowest subject grade point obtained from the highest achievable grade point on the scale
(D) By summing the product of grade points and credit values, then dividing by total credits.

53. A student takes three subjects. Subject 1 has 3 credits and the student earns a grade point of 8. Subject 2 has 2 credits (grade point 9). Subject 3 has 1 credit (grade point 10). What is the student's weighted GPA?
(A) 8.66
(B) 9.00
(C) 8.50
(D) 8.75

54. Consider the following statements regarding the calculation of Grade Point Average (GPA):
I. An unweighted GPA treats all subjects equally regardless of instructional hours or credits.
II. A weighted GPA gives more importance to subjects with higher credit values.
III. GPA is usually calculated for a single academic term or semester.
IV. The maximum possible GPA depends on the scale used (e.g., 4.0, 5.0, or 10.0 scale).
Which of the statements given above are correct?
(A) I, II and III
(B) II, III and IV
(C) I, III and IV
(D) I, II, III and IV

55. What is the fundamental difference between an unweighted GPA and a weighted GPA?
(A) Unweighted GPA is strictly reserved for natural science subjects, whereas weighted GPA is used exclusively for humanities programs.
(B) Unweighted GPA averages grade points simply, while weighted GPA factors in course credit values.
(C) Unweighted GPA is calculated on an annual basis across all courses, whereas weighted GPA is calculated strictly term-wise or per semester.
(D) Unweighted GPA exclusively utilizes a 10-point numerical scale, whereas weighted GPA mandates the use of a 4-point standard scale.

56. Which of the following statements correctly identifies the scope of a Semester Grade Point Average (SGPA)?

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commonly utilized in which of the following areas?
(A) Annual written theoretical examinations in secondary Mathematics
(B) Standardized multiple-choice competitive achievement tests
(C) Board-level summative theoretical examinations in Natural Sciences
(D) Co-scholastic areas like Art and Work Experience

8. Identify the correct statement concerning the application of grading in educational evaluation.
(A) The choice of scale depends on the desired level of discrimination in student performance.
(B) Grading systems are entirely immune to teacher bias and subjective evaluation errors across all contexts.
(C) Grading systems can only be effectively applied to cognitive domains, never to affective domains.
(D) Grading automatically equates the inherent difficulty levels of standardized tests administered by different boards.

9. In an absolute grading system, how are students' grades determined?
(A) By comparing a student's raw score directly with the highest top score achieved in the class
(B) By comparing student performance against pre-determined cut-off criteria
(C) By systematically mapping the entire class scores onto a standardized Normal Probability Curve
(D) By calculating the exact individual percentile rank of each student within the entire cohort

10. Absolute grading is most closely associated with which type of assessment framework?
(A) Norm-referenced testing
(B) Criterion-referenced testing
(C) Ipsative assessment
(D) Standardized psychometric profiling

11. A school Principal notices that a teacher awards an 'A' grade to any student scoring 90% or above, regardless of whether 5 students or 40 students achieve this mark. The teacher is applying which system of grading?
(A) Absolute grading
(B) Relative grading
(C) Positional grading
(D) Percentile grading

12. What is the primary limitation of relying exclusively on an absolute grading system in school examinations?
(A) It forces a mathematically fixed percentage of students to fail the examination regardless of effort.
(B) It relies heavily on complex advanced statistical formulas such as Z-scores and standard deviations.
(C) It ignores variations in question paper difficulty level across years.
(D) It prevents classroom teachers from establishing clear and specific behavioral learning objectives.

13. Consider the following characteristics of an absolute grading system:
I. Grades are assigned based on fixed percentage intervals.
II. A student's grade is independent of the performance of peers.
III. The distribution of grades will always follow a normal bell curve.
IV. It clearly indicates whether a student has mastered a specific body of knowledge.
Which of the characteristics given above are correct?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

14. Which of the following pairs correctly matches the grading concept with its mechanism?
(A) Absolute grading - Grade assignment depends directly on the overall calculated class average
(B) Relative grading - Grade assignment depends strictly on fixed pre-defined percentage brackets
(C) Direct grading - Assigning grades directly using qualitative descriptors
(D) Positional grading - Grading based strictly and exclusively on comprehensive student attendance records

15. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In an absolute grading system, a particularly difficult question paper can result in very few students achieving the highest grade.

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65. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The formula of converting CGPA to percentage (CGPA x 9.5) provides a perfectly accurate exact percentage of the student.
Reason (R): A grade encompasses a range of marks (e.g., 91-100 for A1), so a single conversion multiplier can only yield an indicative or approximate percentage, not the exact raw score.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

66. A student applies for a scholarship that requires a minimum indicative percentage of 75%. If the student's CGPA is 8.0, and the board mandates a conversion factor of 9.5, what is the administrative decision regarding the application?
(A) Application rejected, indicative percentage is 72%
(B) Application accepted, indicative percentage is 80%
(C) Application rejected, indicative percentage is 74%
(D) Application accepted, indicative percentage is 76%

67. A school uses a 10-point scale where all 5 main subjects have equal weightage. A student scores grade points of 10, 9, 8, 7, and X in the final exam, resulting in a CGPA of 8.2. What is the grade point X?
(A) 6
(B) 7
(C) 8
(D) 9

68. The process of converting continuous raw marks (0-100) into discrete grade categories (A, B, C) is mathematically referred to as:
(A) Statistical Normalization
(B) Mathematical Extrapolation
(C) Discretization
(D) Exploratory Factor Analysis

69. When converting absolute marks to grades using predefined cut-offs (e.g., 81-90 = A2, 91-100 = A1), the most common administrative and psychological issue encountered by teachers and students is:
(A) The psychological halo effect in scoring
(B) The central tendency error in mark distribution
(C) The examiner contrast error during marking
(D) The grade boundary effect

70. Consider the following methods used to convert raw marks to grades:
I. Using standard deviation and mean (Z-scores)
II. Using predetermined percentage slabs
III. Using percentile ranks of the cohort
Which of the methods given above are standard accepted practices in educational evaluation?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

71. If a board standardizes marks from different subjects to have a common mean and standard deviation before converting them into grades, this process is known as:
(A) Relative grading on a curve
(B) Qualitative mark moderation
(C) Direct absolute mark mapping
(D) Standardized scaling

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72. A student scores 89.5 marks in Science. The school rule states that 80-89 is B1 and 90-100 is A2. There is no specific rule for decimals. As a Principal enforcing fair evaluation principles, what is the standard administrative practice for such rounding in school evaluation?
(A) Round to the nearest whole number, resulting in 90 (A2)
(B) Truncate the decimal, resulting in 89 (B1)
(C) Award the lower grade to maintain strict standards (B1)
(D) Ask the student to take a retest for the 0.5 mark

73. Which of the following is an INCORRECT practice when converting raw marks to relative grades in a highly competitive examination?
(A) Systematically using the normal probability curve distribution to determine grade brackets
(B) Utilizing converted T-scores to ensure significantly better statistical measurement stability
(C) Rigorously ensuring the full standardization

(B) Report Card
(C) Progress Report
(D) Transfer Certificate

120. Consider the following statements distinguishing a Progress Report from a Report Card:
I. Progress reports are often issued more frequently (e.g., monthly or mid-term) than report cards.
II. Progress reports emphasize corrective action and ongoing feedback.
III. Report cards often serve as the official record for promotion to the next grade.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

121. Identify the INCORRECT statement regarding progress reports.
(A) They help in identifying learning gaps early in the academic session.
(B) They serve as a vital tool for continuous parent-teacher communication.
(C) They are strictly finalized and cannot be improved upon by the student.
(D) They often include qualitative feedback on a student's behavior and class participation.

122. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Regular issuance of progress reports reduces the shock or surprise parents might experience at the end of the academic year.
Reason (R): Progress reports provide continuous, real-time tracking of a student's academic trajectory, allowing for timely pedagogical interventions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

123. A student performs poorly in unit tests. The school sends a detailed document to the parents outlining the specific topics the student struggled with and a schedule for remedial classes. This document is a:
(A) Progress Report
(B) Summative Evaluation
(C) Cumulative Record Card
(D) Official Transcript

124. In the context of statutory provisions under education acts, maintaining a cumulative record of a child's progress and reporting it to parents is:
(A) An optional activity for private schools only
(B) A statutory duty of the teacher
(C) Required only for students who are failing
(D) Banned to prevent trauma to the child

125. A parent demands that a mid-term progress report be used as the official document for school transfer. As a Principal, how do you handle this?
(A) Immediately sign, seal, and stamp the interim progress report as the final official academic transcript.
(B) Informally tell the parent that mid-term student transfers are strictly prohibited under school regulations.
(C) Direct the parent to independently calculate the child's overall cumulative GPA on their own.
(D) Explain that an official Report Card/ Transcript is required for transfer purposes.

126. National education frameworks propose a shift from traditional report cards to a completely redesigned tracking mechanism known as the:
(A) Holistic Progress Card (HPC)
(B) Absolute Grading Card (AGC)
(C) Standardized Merit Card (SMC)
(D) National Assessment Card (NAC)

127. Which unique feature distinguishes a Holistic Progress Card (HPC) from traditional report cards?
(A) It completely replaces all letter grades with a single aggregated numerical percentage score.
(B) It is strictly issued only once during the student's entire tenure when they leave the school.
(C) It includes self- and peer-assessment alongside teacher evaluation.
(D) It exclusively assesses practical vocational skills while completely ignoring core academic subjects.

128. Consider the following characteristics of a Holistic Progress Card (HPC):
I. It is a 360-degree, multidimensional report.

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on the official report card privately.
(C) Directly inform the parent that the subject teacher likely made a significant checking error on the other student's examination paper.
(D) State clearly to the parent that the institutional grading system is intentionally designed to penalize exceptionally high-performing students.

82. The process of grouping raw scores into grade bands (e.g., 81-90, 71-80) has the effect of:
(A) Significantly increasing the overall statistical variance of the formal assessment
(B) Promoting equal status among students within a band
(C) Markedly increasing the mathematical exactness and granularity of the assessment metric
(D) Completely eliminating the administrative boundary effect issue entirely across all levels

83. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The grading system is considered more humane than the raw marking system.
Reason (R): It prevents the public labeling of students based on decimal-point differences in academic performance, thereby supporting their mental well-being.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

84. A school transitions from marks to a 9-point grading scale. Which of the following outcomes is expected based on educational measurement theory?
(A) The institutional student dropout rate across all grade levels will instantly and completely drop down to zero percent.
(B) The empirical statistical reliability coefficient of individual examination test items will significantly increase over time.
(C) High-stakes classification based on single-mark differences is reduced by broad grade bands.
(D) Enrolled students will completely stop studying and preparing for all formal academic evaluations across subject areas.

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85. The most frequently cited statistical disadvantage of converting continuous marks into discrete grades is:
(A) The significant increase in subjective examiner bias during answer script grading
(B) The loss of precise information and granularity
(C) The complete inability to utilize modern automated computers for statistical calculations
(D) The direct administrative violation of statutory provisions under statutory education acts

86. Consider the following criticisms of the grading system:
I. It reduces the motivation of exceptionally high-performing students as their extra effort isn't distinctly rewarded beyond the top grade bracket.
II. It creates an arbitrary cliff-edge at the grade boundaries, where 1 mark can change the entire grade.
III. It makes it impossible to conduct formative assessments.
Which of the criticisms given above are valid?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

87. In a grading system where A is 90-100 and B is 80-89, Student X scores 89 and Student Y scores 80. Both get a B. Student Z scores 90 and gets an A. This scenario highlights which specific flaw of absolute grading bands?
(A) The subjective Halo Effect in teacher evaluations
(B) Systemic leniency error during answer script marking
(C) The central tendency error in assigning performance marks
(D) Lack of intra-grade differentiation and harsh grade boundaries

88. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Highly selective universities often find school-level grading systems inadequate for shortlisting candidates for admission.
Reason (R): Broad grade bands cluster too many

applicants at the highest level, making it difficult to distinguish the most meritorious candidates for limited seats.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

89. Which of the following is NOT a recognized disadvantage of the grading system?
(A) It can mask true decline in a student's performance if they stay within the same broad grade band.
(B) Top academic performers may feel their specific excellence is under-recognized.
(C) Transitioning marks to grades using faulty scales can distort the student's true capability.
(D) It causes immense stress to students due to micro-comparisons of 0.5 marks.

90. If an institution uses a 3-point grading scale (A, B, C) for a rigorous engineering course, the most likely negative consequence will be:
(A) Unprecedented levels of extreme systemic grade inflation across all cohorts
(B) Poor discrimination among student ability levels
(C) An excessive accumulation of burdensome administrative paperwork for faculty
(D) A direct structural violation of official university accreditation norms

91. Two students are applying for a merit scholarship. The scholarship committee only has access to their CGPA. Both have a CGPA of 9.0. However, in raw marks, Student A had an average of 92% and Student B had an average of 86%. The committee is forced to draw lots. This situation demonstrates:
(A) The high administrative efficiency of standardized grading systems
(B) Resolution loss inherent in GPA systems
(C) The clear mathematical superiority of relative grading models
(D) The urgent administrative need for introducing a 5-point scale

92. A teacher notes that a student who usually scores 98% drops to 91% in the final term. Under an absolute grading system (A1 = 91-100), the student's report card still shows an A1. What is the pedagogical risk here?
(A) The struggling student will be unfairly and severely penalized by the assessment framework.
(B) Learning decline is masked by broad bands, delaying needed intervention.
(C) The subject teacher will mandatory have to face formal disciplinary action from the school board.
(D) The institutional grade boundary will automatically and dynamically shift to compensate for marks.

93. Co-scholastic evaluation primarily assesses which domains of a learner's personality?
(A) Cognitive and Meta-cognitive domains
(B) Affective and Psychomotor domains
(C) Only the Cognitive domain
(D) Economic and Social domains

94. Grading in co-scholastic areas is most effectively done using:
(A) Standardized objective multiple-choice tests administered under timed exam conditions
(B) Traditional pen-and-paper end-of-term theoretical written examinations
(C) Systematic observation using qualitative rubrics
(D) Complex mathematical normalization formulas and converted Z-score distributions

95. Consider the following assessment tools:
I. Anecdotal Records
II. Portfolios
III. Observation Schedules
IV. Board Examination Marksheets
Which of the above are appropriate tools for grading students in co-scholastic areas like Life Skills and Values?
(A) I and II only
(B) I, II and III
(C) II, III and IV
(D) I, III and IV

96. Which of the following is an INCORRECT pairing of a co-scholastic area and an appropriate assessment method?
(A) Values and Attitudes - Written exam
(B) Physical Education - Practical performance skill evaluation test
(C) Art Education - Comprehensive creative portfolio assessment
(D) Work Education - Applied continuous

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project-based assessment

97. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Assigning grades in co-scholastic areas involves a higher degree of subjectivity compared to scholastic subjects like Mathematics.
Reason (R): Co-scholastic domains deal with intangible traits like empathy, teamwork, and aesthetic appreciation, which cannot be measured with strict numerical precision.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

98. Arrange the following steps for evaluating and grading co-scholastic areas in the correct sequence:
I. Recording observations consistently over time
II. Identifying the specific co-scholastic traits to be assessed
III. Assigning a grade based on a 5-point scale
IV. Mapping observations against predefined descriptive indicators
(A) II, I, IV, III
(B) I, II, III, IV
(C) II, IV, I, III
(D) IV, II, I, III

99. A teacher is assigning grades for 'Social Skills'. She notices a student frequently resolves conflicts among peers but is quiet in class discussions. Which is the most appropriate action for grading?
(A) Assign a low performance grade immediately because quietness automatically indicates deficient social skills.
(B) Use a pre-defined rubric of descriptive indicators to assign a holistic grade.
(C) Formally instruct the student to take a timed theoretical written exam on interpersonal conflict resolution models.
(D) Base the co-scholastic grade entirely and directly on the student's academic examination marks in Social Science.

100. In the context of Continuous and Comprehensive Evaluation (CCE), what does the term 'descriptive indicators' refer to in co-scholastic grading?
(A) The specific statistical mathematical formula used by teachers to calculate term CGPA
(B) Observable behaviors aiding objective grading of non-cognitive skills.
(C) The formal qualitative remarks written personally by the Principal at the end of the year
(D) The detailed administrative instructions given to the external examiner for checking answer sheets

101. The primary purpose of a student Report Card is to:
(A) Provide an official legal statutory document required for securing government school funding
(B) Rank the performance of the institution against all other competing schools in the local district
(C) Provide verifiable quantitative evidence used exclusively for internal teacher appraisals and promotions
(D) Communicate student progress to parents and students.

102. Which of the following is a fundamental design principle for an effective school report card?
(A) It should focus exclusively on summative quantitative data.
(B) It should highlight only the areas where the student has failed.
(C) It should be clear, comprehensive, and easy for parents to understand.
(D) It should use complex educational jargon to show professional competence.

103. Consider the following features of a modern report card design:
I. Inclusion of both scholastic grades and co-scholastic feedback
II. Space for qualitative teacher remarks and constructive feedback
III. A section detailing the comparative weaknesses of other students in the class
IV. Attendance and health records
Which of the features given above are considered standard and ethical components?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

104. What is a negative design practice that should be avoided when designing a school report card?

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of test scores across different assessment forms
(D) Fixing grade boundaries based on examiner subjective intuition.

74. Which of the following correctly pairs a statistical concept with its use in marks-to-grade conversion?
(A) Percentile - Indicates the percentage of questions the student answered correctly
(B) Z-score - Indicates how many standard deviations a score is from the mean
(C) Mean - Represents the most frequently occurring score used for cut-offs
(D) Variance - The sum total of all raw marks

75. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Directly converting raw marks to absolute grades without normalizing can lead to unfairness when students have chosen different optional subjects.
Reason (R): Different subjects inherently have different scoring patterns and varying levels of difficulty.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. In educational statistics, the formula $Z = (X - \mu) / \Sigma$ is often used as a precursor to assigning relative grades. What does 'μ' represent in this formula?
(A) The raw score of the student
(B) The standard deviation of the population
(C) The mean of the population
(D) The assigned grade point

77. One of the primary advantages of a grading system over a traditional marking system is that it acknowledges the inherent limitations of:
(A) The overall volume and complexity of the subject syllabus size
(B) The standardized format of automated objective assessment tests
(C) Limitations in human measurement precision
(D) The quality and availability of physical school infrastructure

78. Which of the following statements best describes how a grading system mitigates the "examiner variability" issue?
(A) It forces subject examiners to exclusively utilize standardized multiple-choice question formats.
(B) Small mark variations across examiners rarely change the final grade band.
(C) It mandates that all student answer scripts must be checked and scored automatically by a computer.
(D) It formally penalizes evaluators who deviate even slightly from the official standardized marking scheme.

79. Consider the following advantages attributed to the grading system:
I. It reduces societal pressure on students to score the highest possible mark.
II. It allows for a more comprehensive assessment of co-scholastic areas.
III. It completely eliminates the need for any form of written examinations.
IV. It facilitates the pooling of scores across different subjects with varying difficulties.
Which of the advantages given above are correct?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

80. Identify the INCORRECT claim regarding the benefits of the grading system in schools.
(A) It shifts the focus from rote memorization and exact marks to broad bands of learning outcomes.
(B) It makes the interpretation of a student's holistic performance easier through GPA/ CGPA.
(C) It perfectly resolves the issue of determining absolute merit for university admissions.
(D) It provides a more flexible framework for continuous and comprehensive evaluation.

81. A parent complains to the Principal that because of the grading system, her child who scored 99 and another child who scored 91 both received an 'A1', which she feels is unfair. What is the most appropriate pedagogical defense of the grading system the Principal should offer?
(A) Small mark differences do not reflect true differences in overall subject mastery.
(B) Fully agree with the parent's concern and formally offer to write the exact raw marks

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used indiscriminately across all students

112. Consider the following components of a comprehensive report card:
I. Scholastic achievement grades
II. Co-scholastic grades (Art, Health, Physical Education)
III. Self-assessment by the student
Which of the components given above are intended to be part of the student's progress tracking?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

113. Identify the correctly paired section of a report card with its corresponding content.
(A) Co-Scholastic Area - Work Education and Art grades
(B) Academic Record - Body Mass Index and detailed vision test diagnostic results
(C) Health Record - Total official number of school days present in the session
(D) Identifying Data - Verification and formal handwritten teacher signature

114. A teacher wants to write a remark for a student who is struggling with Mathematics but tries hard. Which of the following is the most appropriate and professional phrasing for a report card?
(A) "He is extremely weak in Mathematics and fundamentally incapable of understanding basic concepts."
(B) "Mathematics is simply not his cup of tea; he should abandon it and focus entirely on sports."
(C) "Shows good effort, but needs extra practice in math operations to improve."
(D) "He consistently fails in Mathematics assessments despite spending hours studying at home."

115. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Including a health and physical fitness record in the report card is a standard practice in modern school administration.
Reason (R): The holistic development of a child recognizes that physical well-being is directly correlated with cognitive development and academic performance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

116. Which of the following is a NON-ESSENTIAL component on a standard student report card?
(A) Official Date of Birth and unique school Admission Number
(B) Comprehensive grading scale legend/key for grade interpretation
(C) Parent income and occupation
(D) Official Principal's signature or institutional facsimile stamp

117. Upon reviewing the draft of the annual report cards, the Principal notices that the "Grading Scale Legend" (explaining what A1, A2, etc., mean) is missing. Why is it administratively critical to include this?
(A) Without it, external stakeholders cannot interpret the awarded grades.
(B) Without it, the official report card is rendered completely invalid as a legal document for school audits.
(C) The central examining board will automatically impose a severe financial administrative penalty on the school.
(D) It is a mandatory statistical input strictly required for calculating the cumulative term CGPA.

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118. What is the fundamental distinction between a "Progress Report" and a "Report Card"?
(A) A progress report is reserved exclusively for co-scholastic learning areas, whereas a report card is strictly for academic subjects.
(B) A progress report is an interim formative update, while a report card is a formal summative document.
(C) A progress report contains only letter grades, whereas a formal report card contains strictly raw numerical marks without grades.
(D) A progress report is required to be submitted directly to the government, whereas a report card is retained internally in school.

119. A mid-term document sent to parents detailing a student's current standing, missing assignments, and areas needing immediate attention before the final exams is best classified as a:
(A) Transcript

(A) Utilizing a fully standardized and comprehensive grading key/legend for reference
(B) Overcrowding the card with excessive microscopic parameters.
(C) Formally providing a dedicated physical section for mandatory parent signatures
(D) Prominently displaying the official school logo and complete institutional contact details

105. A Principal notices that parents are spending less than 10 seconds looking at the report card and are only checking the final grade. To encourage a deeper understanding of the child's progress, the Principal should redesign the report card to:
(A) Completely remove the final summary grade entirely and leave only blank unstructured spaces on the card.
(B) Place qualitative remarks and actionable feedback alongside grades on the front page.
(C) Reduce print text sizes significantly to fit maximum possible quantitative assessment data onto the card.
(D) Incorporate complex advanced statistical visualization graphs such as scatter plots and correlation matrices.

106. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): An effective report card should use language that is easily understood by the parent community.
Reason (R): If parents cannot comprehend the assessment metrics, they cannot partner with the school in the child's remedial or enrichment processes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

107. Which of the following best differentiates formative reporting from summative reporting on a report card?
(A) Formative tracks ongoing learning progress, while summative summarizes final achievement status.
(B) Formative reporting strictly occurs only at the end of the academic year, whereas summative reporting occurs on a daily basis.
(C) Formative reporting is mandated exclusively for external board examinations, whereas summative reporting is strictly used internally.
(D) Formative reporting utilizes only numerical marks, whereas summative reporting utilizes only letter grades without raw scores.

108. Which statement represents a modern trend in report card design in progressive educational systems?
(A) Systematically moving away from multi-dimensional assessments to single aggregate percentage scores
(B) Completely eliminating written qualitative teacher remarks across all terms to conserve paper
(C) Using bright red ink strictly for highlighting all students who score below the class average
(D) Shifting from norm-referenced rankings to criterion-referenced mastery reporting.

109. A school is redesigning its report card template. Which of the following groups of stakeholders should ideally be consulted to ensure the new design is effective and communicative?
(A) Only the IT department
(B) Teachers, Parents, and potentially senior students
(C) Only the Directorate of Education
(D) Only the school management committee (financial board)

110. Which of the following is generally considered an essential statutory component of a student's final report card in schools?
(A) The specific sociological details of the student's caste and religious background
(B) The private financial status and annual household income details of the parents
(C) The student's session attendance record
(D) The verified names and contact addresses of the student's neighborhood playmates

111. Qualitative teacher remarks on a report card should ideally be:
(A) Specific, constructive, and actionable for improvement
(B) Intentionally vague and generalized in order to completely avoid offending any parent
(C) Focused solely and harshly on documenting the student's past disciplinary infractions
(D) Pre-printed uniform standard text stamps

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II. It reflects progress in cognitive, affective, and psychomotor domains.
III. It forms an important link between home and school.
IV. It utilizes software tracking to monitor progress and provide developmental guidance.

Which of the characteristics given above are correct?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, II, III and IV

129. The regulatory body tasked with setting the norms, standards, and guidelines for student assessment and evaluation, including the structure of national progress cards, is:
(A) AICTE
(B) PARAKH
(C) NITI Aayog
(D) NCTE

130. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Holistic Progress Card (HPC) reduces the dependency on end-of-year high-stakes written examinations.
Reason (R): The HPC emphasizes formative, continuous tracking of project-based, inquiry-based, and experiential learning across all domains.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

131. A Principal is training teachers on implementing an HPC for the foundational stage. Which of the following activities should the teachers be instructed to include in the assessment process?
(A) Peer and self-grading of drawings using simple smiley icons
(B) Conducting mandatory 100-mark written examinations every single month
(C) Strictly ranking children from 1 to 40 and displaying the rank list publicly on the notice board
(D) Conducting highly rigid timed standardized tests for daily alphabet recitation

132. Modern national curriculum guidelines for foundational stages rely heavily on which of the following assessment approaches?
(A) Standardized traditional assessment of learning conducted strictly at term end
(B) Purely norm-referenced comparative assessment designed to rank students
(C) Traditional rote-memorization based summative terminal written examinations
(D) Competency-based assessment focusing on learning progress

133. Which of the following is NOT an intended outcome of implementing a Holistic Progress Card?
(A) Building student self-awareness and self-esteem
(B) Fostering intense academic rivalry through strict ranking
(C) Providing parents with a comprehensive view of the child's strengths
(D) Tracking the development of 21st-century skills

134. A school shifts to an HPC system. A parent is confused because there is no 'First Rank' mentioned. The Principal must explain that the HPC evaluates the child:
(A) Systematically against the relative academic performance of all other students in the district
(B) Exclusively and based solely on their physical attributes and developmental growth metrics
(C) Based strictly on the social and educational background of their parents
(D) Against their own progress and competency standards

135. When verbally communicating a student's poor academic results to a parent, pedagogical experts often recommend the "Sandwich Technique." What does this entail?
(A) Delivering bad news as quickly as possible, followed immediately by a formal request for an administrative meeting.
(B) Pairing constructive feedback between positive opening and encouraging closing remarks.
(C) Aggressively blaming the student first, then criticizing the parent, and finally blaming systemic factors.
(D) Informally providing the formal student report card during a brief unannounced lunch hour interaction.

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136. Timely communication of results to parents is critical primarily because:
(A) It directly ensures that the school finance department collects all pending tuition fees strictly on time.
(B) It enables timely remedial interventions before the next assessment cycle.
(C) It completely fulfills statutory compliance audit requirements.
(D) It effectively prevents dishonest students from attempting to forge parental signatures on report cards.

137. Consider the following best practices for communicating results to parents:
I. Using clear, jargon-free language that parents can easily understand.
II. Focusing solely on the student's weaknesses to ensure parents take it seriously.
III. Providing actionable steps and resources that parents can use at home.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

138. Identify the INCORRECT statement regarding barriers to effective communication of results.
(A) Cultural and language differences can hinder understanding of the report card.
(B) Using complex statistical terms like 'Standard Deviation' enhances parent comprehension.
(C) A defensive attitude from the teacher can alienate the parent.
(D) Lack of time during PTMs restricts detailed discussion of the child's holistic progress.

139. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Schools must ensure confidentiality when communicating student results to parents.
Reason (R): Publicly comparing students' grades or displaying them where other parents can see violates the student's privacy and can cause psychological harm.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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140. A parent becomes visibly angry and defensive during a meeting regarding their child's failing grades. What is the most appropriate leadership response from the Principal or Teacher?
(A) Immediately match the parent's aggressive tone to firmly assert institutional authority in the meeting.
(B) Stay calm, listen actively, address concerns, and guide dialogue toward solutions.
(C) Abruptly and immediately terminate the meeting and formally ask the parent to leave the school premises.
(D) Directly threaten to expel the student from the school if the parent does not immediately calm down.

141. The communication of student results should be viewed as a:
(A) Rigid one-way administrative transmission of quantitative data from school management to home
(B) Convenient mechanism designed specifically for shifting total accountability entirely to the parents
(C) Routine administrative formality conducted solely to comply with mandatory board regulations
(D) Collaborative dialogue supporting child development

142. A student has failed in 3 subjects. The Principal decides to call the parents before issuing the formal report card. What is the administrative rationale behind this decision?
(A) To formally demand an immediate explanation from the parents regarding the student's academic failure
(B) To strongly convince the parents to voluntarily withdraw their child from the school immediately
(C) To ensure the parents do not file an administrative appeal to local educational authorities
(D) To provide context, soften impact, and design a joint remedial plan.

143. The primary objective of conducting a Parent-Teacher Meeting (PTM) after result declaration is to:
(A) Discuss student academic and holistic progress
(B) Physically hand over and distribute the printed formal paper report cards in person
(C) Directly collect all pending school tuition

and activity fees from visiting parents
(D) Provide a dedicated session for teachers to complain about various student indiscipline issues

144. The concept of large-scale, structured Parent-Teacher Meetings across regional school networks was primarily introduced to:
(A) Create a large-scale public platform designed specifically for political campaigning and outreach
(B) Bridge teacher-parent communication gaps and encourage parental involvement.
(C) Distribute free school uniforms, stationery items, and prescribed academic textbooks to families
(D) Conduct routine mass physical and medical diagnostic health check-ups for all enrolled students

145. Consider the following roles of a Principal during a PTM day:
I. Sitting in the office and refusing to meet any parents to maintain authority.
II. Taking rounds to ensure smooth conduct and stepping in to resolve escalating conflicts between teachers and parents.
III. Ensuring that waiting areas and basic amenities are arranged for visiting parents.
Which of the roles given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

146. To organize a PTM efficiently in a large school, a Principal should logically implement which of the following?
(A) Instruct all parents across all grade levels to arrive at the school at the exact same starting time
(B) Strictly restrict the individual consultation meeting time to exactly thirty seconds per parent
(C) Make parental attendance strictly mandatory under immediate threat of formal student suspension
(D) Stagger time slots by roll number to prevent overcrowding.

147. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Regular PTMs act as an informal mechanism for school accountability.
Reason (R): During PTMs, parents can directly question teachers and management regarding the quality of instruction and the rationale behind the assessments.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

148. Which of the following is considered highly inappropriate behavior for a teacher during a PTM?
(A) Using the student's portfolio to demonstrate progress
(B) Discussing another student's specific grades or behavior with a parent
(C) Suggesting professional counseling for a child with severe behavioral issues
(D) Taking notes on the parent's concerns

149. If a school consistently experiences very low parent turnout for PTMs, what proactive step should the Principal take?
(A) Issue an immediate official circular stating that children of absent parents will automatically fail the term.
(B) Adjust schedule to weekends or evenings to accommodate working hours.
(C) Completely cancel and stop holding all future parent-teacher meetings permanently across all classes.
(D) Formally report non-attending parents to authorities for neglect of parental duties.

150. Identify the correct match between a PTM stage and its ideal activity.
(A) Pre-PTM - Teacher finalizing the student's final term grade directly in front of the visiting parent
(B) Post-PTM - Teacher drafting and finalizing the annual term-end examination question paper
(C) Pre-PTM - Parents submitting formal feedback forms regarding overall school physical infrastructure
(D) During PTM - Reviewing portfolio and sharing feedback

151. A modern approach to PTMs involves "Student-Led Conferences." In this setup, what is the primary role of the student?

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scales with fewer categories. Grading systems can evaluate affective domains effectively.

9. (B) By comparing student performance against pre-determined cut-off criteria
In an absolute grading system, student achievement is evaluated against fixed, predetermined performance standards or percentage cut-off criteria established prior to assessment administration. Individual grades are determined solely by the raw score or level of proficiency demonstrated relative to these benchmark standards, completely independent of peer performance, class distributions, or cohort average results.

10. (B) Criterion-referenced testing
Absolute grading directly maps onto criterion-referenced evaluation frameworks. In criterion-referenced testing, student performance is measured against predetermined learning objectives, competency benchmarks, or explicit standards of performance. The focus is on determining whether a student has mastered specific content or skills, rather than comparing individual performance against the performance of peers.

11. (A) Absolute grading
When a teacher awards grades based on a fixed percentage cut-off, such as assigning an A grade to all students scoring ninety percent or above regardless of how many achieve it, absolute grading is being practiced. Under this system, grade allocation depends entirely on meeting predetermined benchmark thresholds rather than cohort performance.

12. (C) It ignores variations in question paper difficulty level across years.
The primary weakness of relying exclusively on absolute grading lies in its inability to account for annual variations in test difficulty. When question papers are unusually difficult, fewer students meet fixed cut-off thresholds, whereas easy tests lead to artificial grade inflation. Absolute grading maintains static boundaries regardless of test fairness.

13. (B) I, II and IV
Absolute grading utilizes fixed percentage intervals to evaluate individual achievement against established criterion standards. Under this framework, a student's grade remains completely independent of peer performance while clearly demonstrating content mastery. Absolute grading does not force grade distributions onto a normal bell curve, making statements I, II, and IV correct.

14. (C) Direct grading - Assigning grades directly using qualitative descriptors
Direct grading involves assessing student work by directly assigning a qualitative letter grade or descriptive label based on performance rubrics, without first marking or converting raw numerical scores. Absolute grading relies on fixed score bands rather than class averages, while relative grading relies on peer comparison. Thus, the third pairing is correct.

15. (A) Both A and R are true and R is the correct explanation of A
In an absolute grading system, grade boundaries are fixed using predetermined percentage cut-offs. Consequently, if an assessment tool is exceptionally difficult, student raw marks will naturally decrease overall, resulting in very few individuals attaining top grades. The reason correctly explains this outcome because absolute grading lacks dynamic statistical adjustment mechanisms.

16. (D) More students will achieve the minimum qualifying pass grade.
Lowering the absolute passing threshold from thirty-three percent to twenty-five percent reduces the minimum required standard for qualification. This policy adjustment enables individuals scoring between twenty-five and thirty-two percent to qualify, directly increasing the total number and proportion of students who achieve the minimum qualifying pass grade in the assessment.

17. (A) Their performance relative to other students in the group
Relative grading, also known as norm-referenced grading, determines a student's grade based on their position or ranking relative to the performance of peer students within the target group or cohort. Rather than measuring against fixed cut-off scores, relative grading evaluates individual performance in comparison to the overall class score distribution.

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159. On the day of the final result declaration, the school's online portal crashes due to heavy traffic. As the Principal, what is the most appropriate immediate administrative action?
(A) Immediately place the blame on the IT department teacher and issue a formal suspension order.
(B) Inform parents about the glitch promptly and state estimated resolution time.
(C) Urgently direct all parents to physically travel to the school immediately to collect printed copies.
(D) Completely ignore the systemic technical issue and wait passively for the servers to fix themselves.

160. Protecting the confidentiality of student academic records is an ethical and legal obligation of the school. This principle is fundamentally aligned with the constitutional:
(A) Right to Information
(B) Right to Privacy
(C) Right to Equality
(D) Right to Constitutional Remedies

161. Which of the following practices regarding the declaration of results is considered highly unethical and a breach of confidentiality?
(A) Securely handing over a sealed physical report card directly to the registered parent
(B) Publicly posting students' marks and fail status on the notice board.
(C) Privately discussing an individual student's academic progress during a scheduled PTM
(D) Uploading final term results to a highly secure digital portal accessible only via student login

162. Consider the following measures to ensure data protection in digital student records:
I. Using strong passwords and multi-factor authentication for teacher and admin logins
II. Regularly backing up data on secure servers
III. Allowing any staff member full editing access to all student records
IV. Encrypting data transmitted over the school network
Which of the measures given above are correct standard practices?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

163. Two divorced parents have joint legal custody of a child, but the child lives with the mother. The father visits the school and requests a copy of the child's report card. What is the correct administrative action for the Principal?
(A) Refuse and deny the request because the father is not designated as the primary residential guardian.
(B) Provide the report card, as parents with joint custody share equal rights to records.
(C) Require the visiting father to obtain formal written permission from the mother prior to disclosure.
(D) Immediately notify campus security and call local police to handle the father.

164. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Schools must strictly restrict access to a student's psychological and remedial education reports.
Reason (R): Unauthorized disclosure of sensitive special education needs can lead to stigmatization, bullying, and psychological harm to the child.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

165. A private coaching institute approaches a school Principal offering a donation in exchange for the names, phone numbers, and academic grades of the top 10% of class XII students. The Principal should:
(A) Readily accept the monetary offer because it generates significant additional development funds for the school.
(B) Reject the offer, as sharing student data without consent breaches privacy rules.
(C) Attempt to aggressively negotiate with the private coaching institute for a significantly higher financial donation.
(D) Provide only the requested student names and contact phone numbers while withholding specific academic grades.

166. Which of the following does NOT constitute a breach of confidentiality regarding student records?
(A) A teacher discussing an individual student's

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low academic grades loudly in the staffroom where peers can overhear.
(B) Transferring official transcripts to a new school upon formal request and parental consent.
(C) An administrative clerk taking photographs of student report cards and publicly sharing them on social media platforms.
(D) Systematically selling the complete institutional student contact database to a commercial educational technology firm.

167. A teacher accidentally leaves her laptop open and logged into the school grading portal in an empty classroom. A student alters his grades. Who is primarily responsible for this breach of data security in the school context?
(A) Exclusively and only the dishonest student who altered the numerical grades
(B) The teacher, for failing to secure her credentials
(C) The school Principal, for approving the purchase of the laptop for teacher use
(D) The parents of the student, for failing to instill basic ethics in their child

168. The challenge of comparing grades or marks of students from different educational boards for university admissions is primarily due to differences in:
(A) The varying physical dimensions and page limits of answer booklets used
(B) Differences in syllabi, test patterns, and grading rigor
(C) Disparities in the total number of official working days in the academic calendar
(D) The specific primary medium of instruction utilized across different state boards

169. To solve the issue of disparity in grading across different examination boards, many national-level entrance examinations historically utilize which statistical method?
(A) Adding a flat 10 marks to all regional board students
(B) Normalization and calculating the Percentile Score
(C) Ignoring the board marks completely and using a lottery system
(D) Taking the simple average of all applicants' marks

170. Consider the following challenges in comparative grading across boards:
I. Different boards use different grading scales (e.g., 9-point vs 7-point).
II. Some boards exhibit severe grade inflation compared to others.
III. The conversion formulas for CGPA to percentage vary between boards.
Which of the statements given above contribute to the difficulty of creating a unified merit list based purely on board marks?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

171. Identify the INCORRECT statement regarding comparative grading and equivalence.
(A) Councils of school education boards play a role in establishing equivalence among various school boards.
(B) An A1 grade in one board is statistically proven to be exactly equal in knowledge to an A1 grade in any other board.
(C) Percentile ranking helps indicate a student's relative position within their own board, facilitating fairer cross-board comparisons.
(D) Standardized entrance tests were introduced precisely to negate the variations in board grading.

172. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The introduction of common entrance tests diminishes the reliance on Class XII board exam grades for university admissions.
Reason (R): It is statistically challenging to equate the subjective grading criteria and grade inflation levels across dozens of different state and central boards.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

173. A university admission committee is evaluating two students. Student A has 95% from Board X (where the average score is 90%). Student B has 85% from Board Y (where the average score is 60%). If the committee applies a Z-score normalization, who is likely to have a higher standardized score?
(A) Student A

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(B) Student B
(C) Both will be equal
(D) Cannot be determined without knowing the total marks

174. A student seeking admission in Class XI presents a marksheet from an unfamiliar state board with a grading system unfamiliar to the admission committee. As per administrative rules, the Principal should:
(A) Flatly reject the student's application for Class XI admission outright.
(B) Formally require the student to sit for all Class X board exams again under the local board.
(C) Consult official board equivalence lists.
(D) Arbitrarily deduct ten percent from the student's aggregate state board marks.

175. Moderation policies adopted by examination boards often involve adjusting students' marks upwards. When different boards apply moderation differently, it directly exacerbates:
(A) The overall statistical reliability coefficient of the assessment test
(B) Grade equivalence and comparability issues
(C) The systemic annual drop-out rate among senior secondary students
(D) The growing physical infrastructure and facility requirements of schools

176. Two students transfer into Class IX. One brings a report card using absolute percentages, the other a 5-point grading scale. To integrate them into the school's 9-point scale records seamlessly, the school administration must:
(A) Use approved conversion mapping guidelines.
(B) Informally estimate their academic equivalence based on a short oral interview.
(C) Demote and place both incoming transfer students into Class VIII instead.
(D) Completely leave their previous academic records blank in the master register.

177. "Grade inflation" in an educational context is best defined as:
(A) Rising average grades awarded without corresponding gains in learning levels.
(B) The literal physical expansion and enlargement of the official report card document format.
(C) The common subjective practice of awarding extra bonus marks for neat handwriting in exams.
(D) A continuous substantial increase in prescribed subject syllabus content over the academic years.

178. What is a primary systemic cause of grade inflation in high-stakes board examinations?
(A) The systemic implementation and mandatory use of overly strict answer evaluation rubrics.
(B) Competitive moderation where boards spike marks to protect student admissions.
(C) A significant demographic decrease in the total number of candidates taking the board exam.
(D) The widespread implementation of penalty deduction schemes via negative marking rules.

179. Consider the following impacts of severe grade inflation:
I. It makes it difficult for universities to distinguish between good students and exceptional students.
II. It devalues the meaning and prestige of the highest grades (e.g., A1 or 95%+).
III. It perfectly reflects a massive increase in national intelligence.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

180. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Grade inflation leads to a clustering or bunching of scores at the top end of the grading scale.
Reason (R): When examiners award higher grades leniently, the ceiling effect occurs because scores cannot exceed 100% or an A+ grade.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

181. To combat grade inflation at the institutional level, a university might mandate grading on a curve (relative grading). How does this specifically stop grade inflation?
(A) It caps the proportion of top grades awarded regardless of raw scores.

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(B) It automatically lowers the overall passing threshold mark across all academic departments.
(C) It forces subject teachers to intentionally draft much easier question papers for all exams.
(D) It systematically prevents struggling students from dropping out of institutional programs.

182. Which of the following statistical observations is NOT a symptom of grade inflation?
(A) The median grade of the graduating class shifting from 'B' to 'A' over a decade.
(B) A massive spike in the number of students scoring exactly 95%.
(C) A normal bell-curve distribution of scores across the entire student population.
(D) A heavy left-skewed distribution where the majority of scores pile up near the maximum possible score.

183. In the context of board exams, the practice of "spiking" marks—such as pushing a student who scored 88 up to 95 during moderation—directly contributes to:
(A) Increased test validity
(B) Grade inflation
(C) Greater examiner reliability
(D) Enhanced formative assessment

184. A Principal reviews 5 years of school data. Five years ago, 5% of students received A1 in English. This year, 45% received A1. The syllabus and teaching methods remained identical, and standardized diagnostic tests show no change in actual reading levels. The Principal must conclude that the school is experiencing:
(A) A sudden miraculous surge in overall national student intelligence levels
(B) Grade inflation from lenient marking
(C) A severe systemic trend of institutional grade deflation across subjects
(D) A simple calculation error within the administrative statistical software

185. Remedial reporting is a specialized form of feedback primarily aimed at:
(A) Formally identifying and awarding merit scholarships to exceptionally gifted students
(B) Identifying learning gaps in weak students and planning targeted support.
(C) Administratively penalizing and punishing subject teachers for poor overall class results
(D) Systematically benchmarking and comparing the school with rival regional institutions

186. For a Child with Special Needs (CWSN) who is consistently underperforming in standard assessments, remedial reporting is often legally and pedagogically tied to the formulation of an:
(A) Corporate Initial Public Offering document
(B) Individualized Education Program
(C) Official Annual Confidential Report format
(D) Detailed Institutional Planning Document

187. Consider the following elements:
I. Diagnosis of the specific learning difficulty
II. A record of past disciplinary infractions
III. A timeline and strategy for corrective pedagogical support
Which of the above are essential elements of an effective remedial report for an underperforming student?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

188. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): When reporting on an underperforming student, teachers should separate academic achievement grades from effort or behavior grades.
Reason (R): A student may be putting in tremendous effort and showing good behavior but still struggle academically due to learning disabilities; conflating the two demotivates the student.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

189. A student scores 15/100 in Mathematics. The most appropriate way to phrase this in a remedial report card to parents is:
(A) "Lacks foundational algebra concepts; needs targeted remedial practice worksheets."
(B) "The student is failing continuously and clearly demonstrates absolutely no aptitude for Mathematics."
(C) "Learning Mathematics is completely hopeless for this child, and further effort is

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futile."

(D) "Please arrange external private tuition immediately as the school staff cannot help this student."

190. Actionable feedback in a remedial report means that the report:

(A) Only presents a static summarized list of the final course grades achieved.

(B) Specifies concrete, actionable steps for the student and parent to improve grades.

(C) Formally threatens the struggling student with immediate disciplinary expulsion.

(D) Uses highly abstract and complex psychological jargon that confuses parents.

191. Identify the INCORRECT statement regarding remedial reporting.

(A) It requires a diagnostic approach to assessment.

(B) Its primary goal is to provide a final, unchangeable verdict on the student's intellect.

(C) It should be highly confidential and handled with sensitivity.

(D) It often involves collaboration between the subject teacher, special educator, and parents.

192. A Class VIII student repeatedly gets an 'E' grade in Science. The Principal notices the report card just says "Poor performance" every term. What administrative instruction should the Principal give the teacher?

(A) Instruct the subject teacher to simply pass the student artificially to preserve institutional averages.

(B) Provide a detailed remedial report specifying diagnostic gaps and intervention plans.

(C) Explicitly direct the subject teacher to completely stop writing qualitative remarks on report cards.

(D) Formally request the teacher to write all negative remarks in bright red ink for visual emphasis.

193. In the context of school administration, what is the primary difference between a generic "Certificate" (like a passing certificate) and an "Academic Transcript"?

(A) A certificate strictly proves physical attendance, whereas an official transcript proves student moral character.

(B) Certificates verify program completion, while transcripts detail all subjects and grades.

(C) A certificate is issued directly by the school, whereas an official transcript must be issued by local police authorities.

(D) There is absolutely no legal or administrative difference between them; both terms are completely synonymous in education.

194. To enhance the ease of verification and prevent the forgery of certificates and transcripts, educational authorities strongly promote the integration of school board results with which digital platform?

(A) Online ticketing portals

(B) DigiLocker platform

(C) Judicial services portals

(D) Online learning portals

195. Consider the following mechanisms used to verify the authenticity of a student's transcript:

I. Embossed school seals and watermarks

II. Digital signatures and QR codes linked to the board's database

III. Direct verification requests from the admitting university to the issuing school

Which of the mechanisms given above are standard administrative practices?

(A) I and II only

(B) II and III only

(C) I and III only

(D) I, II and III

196. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

Assertion (A): Schools generally reserve the right to withhold the issuance of final official transcripts or transfer certificates if a student has unpaid fee dues.

Reason (R): The transcript is the primary leverage a school has to ensure clearance of financial and library dues before a student permanently leaves the institution.

(A) Both A and R are true and R is the correct explanation of A

(B) Both A and R are true but R is not the correct explanation of A

(C) A is true but R is false

(D) A is false but R is true

197. A former student approaches the Principal requesting a duplicate transcript, claiming the original was lost in a fire. As per standard

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(A) To serve refreshment tea and snacks to visiting parents and subject teachers during the conference
(B) To present their portfolio and discuss learning progress with parents and teacher.
(C) To act strictly as an official language interpreter if parents do not speak the regional language
(D) To stand outside the classroom doorway as a formal disciplinary punishment while adults converse

152. In public school administration systems, online modules used for generating student report cards and maintaining centralized academic records are designed to manage:
(A) Student Management Information Systems (MIS)
(B) Public Financial Management Systems (PFMS) used for accounting
(C) Government e-Marketplace portals for public procurement
(D) Online entrance examination admission portals

153. The transition to digital report cards and online portals in school administration is a prime example of:
(A) E-governance
(B) Decentralization
(C) Privatization
(D) Micro-management

154. Consider the following benefits of implementing digital report cards and online portals:
I. Real-time access to grades and attendance for parents
II. Elimination of manual calculation errors in aggregating marks and CGPA
III. Massive reduction in paper usage, promoting eco-friendly administration
IV. Increased risk of data manipulation if cyber security is weak
Which of the statements given above represent valid characteristics of this digital shift?
(A) I, II and III
(B) II, III and IV
(C) I, III and IV
(D) I, II, III and IV

155. Identify the INCORRECT statement regarding the use of online portals for academic reporting.
(A) It requires teachers to manually write report cards with pen and ink before data entry.
(B) It allows seamless tracking of a student's academic history even if they transfer to another school within the administrative district.
(C) It standardizes the report card format across all schools under the education department.
(D) It enables higher authorities to monitor school-wise and district-wise performance analytics.

156. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Digital report cards improve transparency between the school and parents.
Reason (R): Parents can log into the portal at any time to track continuous assessments, assignments, and attendance, rather than waiting for the end of the term.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

157. A school integrates an SMS alert system with its digital grading portal. What is the most appropriate administrative use of this feature regarding reporting?
(A) Sending the complete detailed text of the entire report card via a single long SMS message
(B) Broadcasting promotional advertising messages for affiliated private commercial tuition centers
(C) Texting the detailed daily administrative schedule of the Principal directly to all parents
(D) Alerting parents when final grades are published online.

158. Despite the advantages of digital reporting, a Principal in a public school system must remain aware of a significant socio-economic challenge, which is:
(A) The digital divide among marginalized families
(B) The unprecedented excessive speed of digital communication channels
(C) The massive operational abundance of paper resources saved by digital tools
(D) The undesirable over-involvement of non-expert parents in internal school finances

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ANSWERS

1. (A) To classify students into broad ability bands to minimize measurement errors
Grading systems categorize student achievement into broad ability bands rather than assigning exact numerical marks. This approach minimizes human evaluation errors and measurement inaccuracies associated with small numerical differences. Categorizing learners into broad groups provides a more reliable assessment framework while reducing psychological stress, promoting healthy learning environments, and preventing unfair micro-comparisons among individual students.

2. (C) A step or degree on a proficiency scale
The term grade originates from the Latin word gradus, which literally translates to a step, degree, or stage of movement. In educational measurement and evaluation, a grade represents a specific position or degree along an established proficiency continuum. It denotes a defined level of student achievement or performance mastery within a structured curriculum framework.

3. (C) I and III only
Implementing a grading system in schools reduces psychological pressure, exam anxiety, and unhealthy competition by avoiding public ranking based on raw marks. Furthermore, it enhances assessment reliability by grouping students of similar proficiency into broad performance bands. Conversely, grading reduces, rather than increases, fine-grained distinction between marginal numerical scores, making statements I and III correct.

4. (D) Marking uses a continuous scale, while grading uses a discrete, categorical scale.
Marking operates on a continuous scale where every single numerical point or fraction represents a theoretical distinction in student achievement from zero to one hundred. In contrast, grading utilizes a discrete, categorical scale where continuous performance scores are aggregated into defined ordinal categories or broad descriptive bands, thereby absorbing minor measurement errors inherent in subjective evaluation.

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5. (B) It provides an exact numerical value for knowledge acquired.
Providing an exact numerical value for knowledge acquired is a characteristic of marking, not an advantage of grading. Grading replaces rigid single-number marks with broader performance bands to account for human evaluation errors. Recognized benefits of grading include eliminating arbitrary distinctions between minor mark differences, facilitating cross-subject performance comparisons, and categorizing students into achievement levels.

6. (A) Both A and R are true and R is the correct explanation of A
The implementation of a grading system significantly alleviates examination stress among students. This stress reduction occurs precisely because grading replaces raw scores with broad performance categories, preventing harmful social comparisons and peer rivalry driven by single-mark distinctions. Therefore, both the assertion and reason are factually true statements, and the reason provides the direct explanatory mechanism.

7. (D) Co-scholastic areas like Art and Work Experience
Direct grading involves assessing performance directly against qualitative descriptors or rubric criteria without first assigning numerical marks. This approach is most appropriately applied in non-cognitive and co-scholastic domains, such as Art, Music, Physical Education, and Work Experience. In these areas, qualitative appraisal of practical skills, creativity, and attitudes is far more valid than numerical marking.

8. (A) The choice of scale depends on the desired level of discrimination in student performance.
In educational evaluation, selecting an appropriate grading scale depends directly on the required level of discrimination among student achievement levels. Highly competitive or selection environments demand multi-point scales with higher granularity to differentiate top performers, whereas foundational or developmental contexts benefit from broader

administrative procedure, what should the school require before issuing the duplicate?
(A) A simple informal verbal promise from the applicant confirming the loss
(B) A sworn affidavit and police FIR copy reporting the loss.
(C) A fully certified medical fitness certificate issued by a registered doctor
(D) An official character certificate issued and signed by a senior gazetted officer

198. Arrange the standard administrative steps for finalizing and issuing a Class XII transcript (marksheet) by a school board in the correct order:
I. Tabulation and aggregation of raw marks
II. Printing and dispatch of physical transcripts / updating digital lockers
III. Conversion of marks to grades (if applicable) and final proofreading
IV. Application of moderation or scaling policies
(A) I, IV, III, II
(B) I, III, IV, II
(C) IV, I, III, II
(D) I, II, III, IV

199. Which of the following is an INVALID and illegal administrative reason to deny a student their official transcript?
(A) The student has not returned borrowed library books.
(B) The student's parents belong to a marginalized community.
(C) The student has not paid the final term tuition fees.
(D) The student has not submitted the mandatory clearance form.

200. A university contacts a Principal stating that a student's transcript appears tampered with, as the printed CGPA does not match the arithmetic average of the listed grades. As the head of the institution, what is the Principal's immediate responsibility?
(A) Defend the student's submitted document unconditionally without conducting any prior internal check.
(B) Completely ignore the official communication email sent by the university administration.
(C) Verify the transcript against master records and clarify findings with the university.
(D) Unlawfully issue a new altered transcript to match whichever claims the student has made.

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18. (C) Norm-referenced evaluation
Relative grading aligns fundamentally with norm-referenced evaluation. In norm-referenced frameworks, individual scores are evaluated in relation to the performance distribution of a norm group or student cohort. The primary objective is to rank individuals, determine relative standing, and classify student performance using statistical measures, contrasting directly with criterion-referenced evaluation frameworks.

19. (C) I and III only
Relative grading is highly effective for competitive selection processes, such as higher education admissions and scholarship allocations, because it ranks applicants relative to one another. It assumes the trait measured follows a normal probability distribution in large populations. However, it cannot guarantee top grades to all students achieving content mastery, validating statements I and III.

20. (D) Mean and Standard Deviation
When utilizing the Normal Probability Curve (NPC) for relative grading, the mean and standard deviation are essential statistical parameters. The mean serves as the central reference point of the score distribution, while the standard deviation determines the spread of scores and establishes specific cutoff boundaries for awarding each relative grade.

21. (B) Grading on the curve
Assigning predetermined percentages of students to specific grade categories—such as ten percent getting A, twenty percent B, forty percent C, twenty percent D, and ten percent E—is known as grading on the curve. This relative grading approach forces student scores into a predefined distribution, irrespective of raw marks or absolute performance standards.

22. (C) The sample size is too small to assume a normal distribution of ability.
Applying relative grading or curve-fitting strictly to a small classroom cohort of thirty students is problematic because small samples rarely follow a normal bell-curve distribution. Assuming normality in small groups distorts true achievement levels, unfairly penalizing students in high-performing classes or artificially elevating students in low-performing classes regardless of actual academic mastery.

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23. (D) The top grade band
A Z-score measures how many standard deviation units a raw score lies above or below the mean score. A Z-score of +2.0 indicates performance two standard deviations above the average, placing the student in approximately the top two point three percent of the distribution curve, which corresponds to the highest available grade band.

24. (A) Relative grading/assessment
Admitting the top one hundred students based purely on relative merit rank rather than raw percentage cut-offs exemplifies relative assessment principles. In competitive entrance contexts, candidates are evaluated and ranked relative to peer performance within the applicant pool, ensuring selection depends on relative standing rather than absolute score thresholds established beforehand.

25. (B) It indicates specific skills mastered by a student.
Indicating specific skills mastered is a characteristic of criterion-referenced absolute grading, not relative grading. Relative grading evaluates individual standing in relation to peer performance within a cohort. It ranks students against each other, automatically adjusts grade cut-offs based on test difficulty, and caps the proportion of students assigned to each grade band.

26. (B) The standard of comparison used to assign grades
The fundamental distinction between absolute and relative grading rests on the standard of comparison used to assign grades. Absolute grading evaluates performance against fixed, predetermined criteria or learning standards, whereas relative grading compares an individual student's performance against the score distribution of a peer group, cohort, or norm population.

27. (A) I and II only
Absolute grading measures individual mastery over curriculum content against fixed standards, whereas relative grading determines student standing within a peer cohort. Relative grading naturally adapts to exam difficulty by shifting grade cut-offs based on cohort performance. However, relative grading—not absolute

Thus, both statements are true, and the reason correctly explains the fundamental assertion.

107. (A) Formative tracks ongoing learning progress, while summative summarizes final achievement status.
Formative reporting tracks ongoing learning progress during instructional units to provide diagnostic feedback and guide learning adjustments. In contrast, summative reporting summarizes cumulative student achievement and mastery status at the end of an instructional period or academic term, serving evaluation, certification, and official administrative promotion purposes.

108. (D) Shifting from norm-referenced rankings to criterion-referenced mastery reporting.
Modern report card design trends emphasize shifting away from norm-referenced peer ranking toward criterion-referenced mastery reporting. Contemporary educational frameworks prioritize measuring individual student progress against defined learning standards and competencies, fostering growth mindsets, and providing multidimensional qualitative feedback rather than encouraging comparative student rankings among classmates.

109. (B) Teachers, Parents, and potentially senior students
Redesigning a school report card requires consulting key educational stakeholders, including classroom teachers, parents, and senior students. Teachers provide instructional insight, parents offer feedback on readability and communication, and students contribute user perspectives, ensuring the redesigned card is comprehensive, practical, and effective in tracking holistic learning development.

110. (C) The student's session attendance record
A student's session attendance record is an essential statutory component of a formal school report card. Official attendance tracking satisfies legal compliance requirements, documents instructional participation, and provides crucial contextual information for evaluating overall academic progress, whereas personal sociological background or private financial information are strictly excluded.

111. (A) Specific, constructive, and actionable for improvement
Qualitative teacher remarks on report cards should be specific, constructive, and actionable. Effective feedback identifies concrete student strengths, highlights precise learning gaps, and outlines practical strategies for improvement, empowering parents and students to work collaboratively toward continuous academic growth rather than relying on generic praise or harsh criticism.

112. (D) I, II and III
Comprehensive student progress tracking includes scholastic achievement grades, co-scholastic performance assessments (such as Art, Health, and Physical Education), and student self-assessment entries. Incorporating self-assessment fosters metacognitive reflection and personal learning responsibility, making all three listed components integral to modern holistic progress monitoring frameworks in school education.

113. (A) Co-Scholastic Area - Work Education and Art grades
Work Education and Art grades belong correctly in the co-scholastic section of a report card, which records non-cognitive learning, creative expressions, and practical skills. In contrast, health records focus on physical parameters, academic records detail cognitive subject grades, and identifying data contains administrative student background information.

114. (C) "Shows good effort, but needs extra practice in math operations to improve."
Professional report card phrasing should acknowledge student effort while constructively identifying specific areas requiring growth. Stating that a student shows good effort but needs extra practice in math operations maintains a supportive tone, offers actionable guidance for home practice, and avoids demotivating, judgmental, or dismissive qualitative language.

115. (A) Both A and R are true and R is the correct explanation of A
Including health and physical fitness records in student report cards reflects modern holistic education principles. Physical well-being directly influences cognitive processing, stamina, emotional regulation, and overall academic performance. Thus, both assertion and reason

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37. (B) All tied candidates are awarded the higher grade.
When multiple candidates obtain identical raw scores at the boundary dividing two grade bands in a positional relative grading system, standard board evaluation protocol mandates that all tied candidates receive the higher grade band. This practice prevents arbitrary administrative decisions and ensures fair treatment for students sharing identical performance levels.

38. (C) 10,000
In a 9-point positional relative grading system, passed candidates are divided into eight equal proportional groups, each comprising one-eighth (twelve point five percent) of the passing population. For a cohort of eighty thousand passed students, one-eighth equates to exactly ten thousand students placed in each grade bracket, including A2.

39. (A) A1, A2, B1, B2, C1
The standard 9-point relative grading scale used in secondary board examinations ranks qualifying students across sequential alphanumeric bands. The correct descending order representing the highest five academic achievement bands is A1, followed by A2, B1, B2, and C1, with each band representing one-eighth of the qualifying student population.

40. (A) Failed to secure qualifying marks in that subject
In a 9-point relative grading system, grades from A1 down to D2 represent passing candidates divided into equal proportional groups. Securing an E grade indicates that the student failed to attain the minimum qualifying pass threshold in that subject, requiring remedial action or a re-examination to qualify.

41. (C) A is true but R is false
Examination boards frequently adopt a 9-point relative positional grading system to normalize results across varying test difficulties and large cohorts, making the assertion true. However, relative grading indicates relative standing within a cohort rather than absolute competency mastery, rendering the reason false since relative grades do not measure direct competency mastery.

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42. (B) The use of positional grading proportions
Variations in raw score cut-offs for the A1 grade across subjects occur because positional relative grading allocates grades based on fixed candidate proportions (the top one-eighth of passed candidates) rather than fixed score cut-offs. Thus, higher cut-off marks in Mathematics reflect higher overall raw scores in that subject's score distribution.

43. (B) A, B, C, D, E
A standard 5-point grading scale categorizes student performance across five distinct broad levels, traditionally represented by the letter sequence A, B, C, D, and E. In this format, A represents excellent performance, B indicates good performance, C signifies average, D denotes marginal passing, and E indicates unsatisfactory performance.

44. (C) Assessing primary students and co-scholastic areas
A 5-point grading scale is widely recommended and utilized for primary school students and co-scholastic learning areas because young learners benefit from broader qualitative assessment. It minimizes micro-classification stress, avoids premature academic labeling, and offers a supportive evaluation framework perfectly suited for developmental observation and non-cognitive skill tracking.

45. (D) I, II and III
The 5-point grading scale provides broader student categorization than a 9-point scale, offering lower discriminatory power among high achievers while effectively reducing evaluation stress. It is well-suited for evaluating non-cognitive attributes like attitudes, values, and life skills. Therefore, all three statements regarding the 5-point grading scale are correct.

46. (C) The 5-point scale minimizes micro-classification stress for young children.
Comparing grading scales reveals that a 5-point scale reduces micro-classification stress for young learners by grouping student performance into broad categories. Unlike 9-point scales which differentiate finely among top performers, the 5-point scale avoids hyper-competitive ranking, making it pedagogically superior for foundational primary stages where developmental encouragement is essential.

47. (A) Both A and R are true and R is the correct explanation of A
The 5-point grading scale is preferred in early educational stages because young children thrive under supportive qualitative evaluation rather than rigid numerical ranking. Broad categories reduce competitive stress while encouraging holistic development. Therefore, both assertion and reason are factually correct, and the reason provides the precise pedagogical justification for the assertion.

48. (D) 5-point direct grading using qualitative descriptors
Evaluating co-scholastic areas like Eco-Club participation is most effectively accomplished using 5-point direct grading paired with qualitative descriptors. Co-scholastic domains assess non-cognitive traits such as teamwork, leadership, and environmental awareness, which are accurately captured through descriptive rubrics rather than strict relative ranking or numerical calculation formulas.

49. (A) It lacks the granularity required by universities for candidate selection.
The primary limitation of employing a 5-point grading scale in senior secondary education is its lack of fine-grained discrimination. Higher education institutions require high granularity to differentiate academic capability among large applicant pools during competitive selection, whereas a 5-point scale clusters diverse performance levels into overly broad categories.

50. (C) Primary education focuses on developmental milestones rather than ranking peers.
In primary education, assessment aims to track individual developmental progress and competency mastery rather than rank children against peers. Using broad grading scales like a 5-point framework prevents early academic anxiety and destructive comparisons, keeping the primary educational focus on nurturing individual learning growth during foundational learning stages.

51. (A) The arithmetic mean of grade points earned in a specific period
Grade Point Average (GPA) is defined as the arithmetic mean of numerical grade points earned by a student across evaluated courses within a specified academic period, such as a term or semester. It summarizes overall academic achievement into a unified numerical index reflecting average performance across enrolled subjects.

52. (D) By summing the product of grade points and credit values, then dividing by total credits.
Calculating a weighted GPA requires multiplying the numerical grade point earned in each course by its corresponding credit weight, summing these weighted products across all courses, and dividing that aggregate total sum by the cumulative total number of course credits attempted during the specified evaluation period.

53. (A) 8.66
To calculate weighted GPA, multiply grade points by credit hours for each subject, sum the products, and divide by total credits. Here: (3 times 8) plus (2 times 9) plus (1 times 10) equals 24 plus 18 plus 10, totaling 52. Dividing 52 by 6 total credits yields 8.66.

54. (D) I, II, III and IV
Unweighted GPA treats all subjects equally, whereas weighted GPA factors in course credit values to reflect workload. GPA is typically calculated per term or semester, and the maximum achievable value depends on the specific grading scale used. Therefore, all four listed statements regarding GPA calculation are entirely correct.

55. (B) Unweighted GPA averages grade points simply, while weighted GPA factors in course credit values.
The fundamental difference between unweighted and weighted GPA lies in the inclusion of course credit values. Unweighted GPA calculates a simple arithmetic mean of all grade points regardless of course duration, while weighted GPA multiplies each grade point by course credit weight to account for instructional workload differences.

56. (B) It calculates the average performance of a student in a single specific semester.
Semester Grade Point Average (SGPA) measures an individual student's academic performance achieved specifically within a single semester. It is calculated by taking the weighted average of grade points earned in all courses taken during that specific term, serving as an interim progress metric throughout an overall academic program.

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57. (A) Both A and R are true and R is the correct explanation of A
A weighted GPA provides a more realistic representation of academic performance because it accounts for course credit values, which reflect instructional hours and workload. Higher-credit courses exert a proportionally greater impact on the index than lower-credit electives. Thus, both assertion and reason are true, with the reason correctly explaining the assertion.

58. (B) 8.0
For equal credit weightages, unweighted GPA is calculated as the simple arithmetic average of earned grade points. Summing the five subject grade points (9 plus 8 plus 7 plus 9 plus 7) yields 40. Dividing this total sum by 5 subjects results in an unweighted GPA of exactly 8.0.

59. (B) The total credits or subjects attempted
In the standard GPA formula, the denominator represents the total number of subjects attempted in an unweighted system, or the total cumulative course credits attempted in a weighted system. It scales the sum of grade points or weighted points to determine average academic performance per unit.

60. (B) Averages grade points over the entire academic program duration up to a point.
Cumulative Grade Point Average (CGPA) differs from term GPA by evaluating a student's consolidated academic performance across all completed terms or semesters up to a given point. While SGPA reflects performance in a single term, CGPA aggregates weighted grade points and cumulative credits across the entire program duration.

61. (B) 8.5
To calculate CGPA across multiple semesters, divide the sum of weighted grade points by total cumulative credits. Semester 1 yields 160 weighted points (8.0 times 20 credits) and Semester 2 yields 180 points (9.0 times 20 credits). Dividing total weighted points (340) by total credits (40) results in 8.5.

62. (A) CGPA $\times$ 9.5
Under standard Continuous and Comprehensive Evaluation guidelines, multiplying CGPA on a 10-point scale by 9.5 yields the indicative percentage score. This empirical conversion multiplier was derived by educational boards to estimate equivalent raw percentage scores from cumulative grade point averages for official administrative and admission purposes.

63. (B) I and III only
CGPA provides a consolidated overview of sustained performance over multiple terms, factoring in credit weightings across all completed semesters. Because CGPA accumulates points across many credits, a performance drop in one semester lowers the average marginally rather than drastically, making statements I and III correct, while statement II is false.

64. (B) It was empirically derived from the mean marks of students in the A1 grade band.
The conversion multiplier of 9.5 was established statistically by examining raw marks of students placed in the highest grade band (A1). Analyzing historical board examination data revealed that the average raw percentage achieved by students in the A1 band corresponded closely to 95 percent, establishing 9.5 as an accurate conversion factor.

65. (D) A is false but R is true
The assertion claiming that multiplying CGPA by 9.5 yields an exact percentage is false, because grades represent broad mark ranges rather than precise raw scores. The reason is true, explaining that a single conversion multiplier provides only an indicative percentage, rendering the assertion false while confirming the reason.

66. (D) Application accepted, indicative percentage is 76%
Applying the board-mandated conversion formula requires multiplying the CGPA of 8.0 by the specified multiplier 9.5, which equals an indicative percentage of 76 percent. Since the student's calculated percentage of 76 percent exceeds the required minimum scholarship eligibility threshold of 75 percent, the scholarship application is officially accepted.

67. (B) 7
When five subjects carry equal weightage, CGPA equals the sum of grade points divided by five. Multiplying the CGPA of 8.2 by 5 gives a total sum of 41 grade points. Summing the known grade points (10 plus 9 plus 8 plus 7) yields 34. Subtracting 34 from 41 gives 7.

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68. (C) Discretization
In educational measurement and statistics, converting continuous numerical data, such as raw exam scores ranging from zero to one hundred, into distinct categorical groupings, such as letter grades A through E, is formally termed discretization. It transforms continuous measurement metrics into discrete ordinal categories for assessment reporting.

69. (D) The grade boundary effect
Converting absolute marks to grades using predefined cut-offs creates the grade boundary effect. This occurs when minor score differences near cutoff boundaries produce disproportionate grade outcomes, such as a student scoring eighty-nine receiving a lower grade band than a student scoring ninety, causing psychological frustration and administrative concerns.

70. (D) I, II and III
Standard practices for converting raw marks into grades in educational measurement include utilizing statistical standard deviations and mean scores (Z-scores), using predetermined percentage range slabs, and mapping scores according to percentile ranks of the student cohort. Consequently, all three listed methods represent accepted practices in educational evaluation.

71. (D) Standardized scaling
When an evaluation board adjusts marks across different subjects to a common mean and standard deviation prior to grade assignment, the process is called standardized scaling. Scaling removes systemic disparities caused by varying subject difficulty or subject marking tendencies, enabling fair cross-subject performance comparisons on a uniform statistical scale.

72. (A) Round to the nearest whole number, resulting in 90 (A2)
Standard administrative evaluation practice dictates rounding fractional scores of point five and above to the nearest whole number. Rounding eighty-nine point five marks converts the score to ninety, placing the student into the higher grade band (A2), which upholds fair assessment principles when explicit decimal rules are absent.

73. (D) Fixing grade boundaries based on examiner subjective intuition.
Fixing grade boundaries based on subjective examiner intuition is an incorrect and flawed evaluation practice. Converting raw marks into relative grades in competitive examinations requires objective statistical methods, such as standard deviation curves, T-score conversions, and standardized scaling, to maintain measurement reliability and validity across testing cohorts.

74. (B) Z-score - Indicates how many standard deviations a score is from the mean
A Z-score is a standardized statistical metric indicating how many standard deviations an individual raw score lies above or below the population mean. It enables direct comparison of performance across different tests by expressing raw scores on a standardized scale with a mean of zero and standard deviation of one.

75. (A) Both A and R are true and R is the correct explanation of A
Directly converting raw marks to absolute grades without standardization causes inequity when students choose different optional subjects, because scoring patterns and inherent subject difficulty vary widely. Normalization aligns subject distributions to prevent bias. Thus, both statements are true, and the reason provides the exact explanation for the assertion.

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76. (C) The mean of the population
In the standardized score formula $Z = (X - \mu) / \Sigma$, the Greek letter μ (mu) represents the arithmetic mean of the score population or cohort. Subtracting the population mean from an individual score X determines how far that score deviates from the average performance of the evaluated group.

77. (C) Limitations in human measurement precision
A fundamental advantage of grading over continuous numerical marking is acknowledging human measurement limitations in educational testing. Human evaluation cannot precisely discriminate between minute score differences, such as sixty-five and sixty-six percent. Grading accounts for measurement error by grouping similar performances into unified, broader achievement bands.

78. (B) Small mark variations across examiners rarely change the final grade band.
Grading mitigates examiner variability because minor scoring discrepancies among evaluators generally fall within the width of a single grade interval. Small variations in raw marks do not alter the assigned letter grade band, producing significantly more consistent assessment results across different evaluators than single-point numerical marking systems.

79. (B) I, II and IV
Grading reduces psychological score pressure on students, facilitates broad evaluation of co-scholastic learning domains, and enables effective aggregation of performance across subjects with varying difficulty levels. However, grading does not eliminate written examinations, making statements I, II, and IV correct advantages, while statement III is entirely inaccurate.

80. (C) It perfectly resolves the issue of determining absolute merit for university admissions.
Grading does not perfectly resolve absolute merit determination for university admissions; instead, broad grade bands can create tie-breaker challenges by clustering applicants into identical top grade categories. Grading shifts focus from rote memorization to broad outcomes, simplifies holistic performance interpretation through GPA metrics, and supports flexible evaluation frameworks.

81. (A) Small mark differences do not reflect true differences in overall subject mastery.
Pedagogically defending the grading system requires explaining that minor mark variations, such as between ninety-one and ninety-nine percent, do not signify true differences in overall subject mastery due to inherent measurement error in testing. Grouping performance into broad bands provides a more statistically valid representation of academic competence.

82. (B) Promoting equal status among students within a band
Grouping raw scores into grade bands creates equal standing among all students who fall within the same performance range. This equalizes status within each category, reducing harmful social comparison, preventing unhealthy competition driven by fraction-of-a-point score differences, and fostering a supportive learning atmosphere across the entire student cohort.

83. (A) Both A and R are true and R is the correct explanation of A
The grading system is more humane than numerical marking because it avoids publicly labeling students over minor score differences. Aggregating scores into broad bands protects students' mental health and reduces exam-related stress. Therefore, both assertion and reason are true, and the reason provides the direct rationale for the assertion.

84. (C) High-stakes classification based on single-mark differences is reduced by broad grade bands.
Educational measurement theory confirms that transitioning to a 9-point grading scale reduces high-stakes classification errors caused by single-mark score differences. Broad grade bands accommodate minor measurement variance, ensuring students are not unfairly categorized or penalized due to insignificant score margins that do not reflect true academic achievement differences.

85. (B) The loss of precise information and granularity
The primary statistical drawback of converting continuous numerical marks into discrete grade categories is the loss of measurement granularity and precise score information. Broad banding obscures individual performance variations within a single grade bracket, making it difficult to differentiate top performers within the same category for selection purposes.

86. (A) I and II only
Valid criticisms of grading systems include reduced motivation for high achievers whose extra efforts fall within the same top grade band, and arbitrary cliff-edges at category boundaries where a single mark alters the final grade. However, grading does not prevent formative assessment, making statements I and II valid.

87. (D) Lack of intra-grade differentiation and harsh grade boundaries
The scenario illustrates lack of intra-grade differentiation and rigid boundary effects in absolute grading. Students scoring eighty and eighty-nine receive identical grades despite a nine-point gap, while students scoring eighty-nine and ninety receive different grades despite a one-point difference, clearly demonstrating how fixed bands obscure relative nuances.

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grading—forces a bell-curve distribution of results, making statements I and II correct.

28. (C) Absolute grading fosters competition for top ranks compared to relative grading.
The claim that absolute grading fosters more competition than relative grading is incorrect. Relative grading creates intense peer competition because grades depend on ranking relative to classmates. Absolute grading allows all students who attain predefined standards to achieve top grades without competing against peers, thereby fostering collaboration rather than rank competition.

29. (D) To eliminate pass percentage fluctuations caused by varying test difficulty.
Transitioning from absolute to relative grading helps administrative authorities neutralize pass percentage fluctuations caused by varying test difficulty across exam cycles. Relative grading adjusts grade cut-off boundaries dynamically based on cohort performance distributions, ensuring consistent pass proportions and grade allocations regardless of whether an examination paper is unexpectedly easy or difficult.

30. (A) Both A and R are true and R is the correct explanation of A
Absolute grades are difficult to compare across different educational institutions or examination boards because school standards, test difficulty levels, and instructional quality vary significantly. Since absolute grading relies on unadjusted percentage cut-offs, identical grades may represent different levels of student proficiency. Thus, both statements are true, and the reason correctly explains the assertion.

31. (B) Absolute Grading - Licensing examinations for medical practitioners
Licensing examinations for critical professions, such as medical practice, require absolute grading to verify that candidates demonstrate non-negotiable minimum competence and safety standards regardless of cohort performance. Relative grading is unsuitable for professional licensing because it permits individuals with unsafe performance levels to pass if peer performance in that administration happens to be low.

32. (D) Certification verifies minimum standards, while selection filters candidates by merit.
Basic school certification aims to verify whether students have acquired foundational competencies, making criterion-referenced absolute grading ideal for measuring individual learning outcomes. Conversely, university selection involves allocating limited seats among applicants, requiring norm-referenced relative grading to rank candidate merit fairly while accounting for variations in examination difficulty across different assessment cohorts.

33. (A) Positional/Relative grading
The scenario demonstrates positional or relative grading, where grade boundaries shift according to test difficulty and cohort score distributions. Student Y secured an A1 despite a lower raw score because the exam was difficult, whereas Student X received an A2 with a higher raw score on an easy paper, reflecting relative cohort performance ranking.

34. (C) A1
Under the standard 9-point relative grading framework historically used in secondary school board examinations, passed candidates are divided into proportional bands. The highest grade awarded in this relative system is designated as A1, representing the top fraction of passing candidates, followed sequentially by A2, B1, B2, C1, C2, D1, and D2.

35. (A) Awarded to the top 1/8th of the passed candidates
In a standard 9-point relative positional grading system used by examination boards, passed candidates are divided into eight equal proportional bands. The top one-eighth (twelve point five percent) of all passing candidates in a subject receive the highest grade, designated as A1, irrespective of their exact raw percentage scores.

36. (D) I, II and III
In a 9-point positional grading scheme, positional grades are awarded exclusively to passed candidates, who are subsequently divided into eight equal proportional groups corresponding to grades A1 through D2. The grade E signifies candidates who fail to meet qualifying pass standards, making statements I, II, and III factually accurate.

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because co-scholastic traits—such as empathy, teamwork, and aesthetic expression—are non-cognitive and cannot be measured with precise numerical metrics. Thus, both assertion and reason are true, and the reason provides the direct explanation for the higher evaluation subjectivity involved.

98. (A) II, I, IV, III
The logical sequence for evaluating co-scholastic areas begins with identifying specific traits to be assessed (II), followed by consistently recording student observations over time (I), mapping recorded observations against predefined descriptive indicators (IV), and finally assigning an overall grade on a standard 5-point scale (III).

99. (B) Use a pre-defined rubric of descriptive indicators to assign a holistic grade.
When evaluating social skills, a teacher should utilize a predefined rubric of descriptive indicators to determine a holistic grade. Social skills encompass diverse observable behaviors, such as conflict resolution, peer cooperation, and empathy. Evaluating through multi-criteria rubrics ensures objective assessment without penalizing quiet students or relying on theoretical written testing.

100. (B) Observable behaviors aiding objective grading of non-cognitive skills.
In Continuous and Comprehensive Evaluation, descriptive indicators represent explicit statements of observable student behaviors that guide educators in evaluating non-cognitive and co-scholastic development. They define specific qualitative performance criteria across levels, enabling objective grading in areas such as life skills, attitudes, values, and co-curricular student activities.

101. (D) Communicate student progress to parents and students.
The primary function of a student Report Card is to communicate learning progress, academic achievement, and holistic development clear to students and parents. It serves as an official communication bridge, facilitating parental involvement, identifying areas for growth, and supporting collaborative efforts between home and school to enhance student learning outcomes.

102. (C) It should be clear, comprehensive, and easy for parents to understand.
A fundamental design principle for an effective school report card is ensuring clarity, comprehensiveness, and ease of understanding for parents. Report cards must convey meaningful qualitative and quantitative information regarding cognitive progress, physical growth, and co-scholastic development without relying on obscure technical educational jargon that hinders parent comprehension.

103. (B) I, II and IV
Standard and ethical components of a modern report card include scholastic performance grades, co-scholastic qualitative feedback, teacher commentary, attendance records, and health tracking data. Including comparative details detailing other students' weaknesses is highly unethical and violates student privacy standards, making statements I, II, and IV correct components.

104. (B) Overcrowding the card with excessive microscopic parameters.
Overcrowding a report card with excessive microscopic parameters is a poor design practice that should be avoided. Overly complex and dense report cards overwhelm parents and obscure key developmental messages. Effective report cards prioritize essential scholastic outcomes, meaningful qualitative feedback, and clear progress summaries in an easily navigable visual layout.

105. (B) Place qualitative remarks and actionable feedback alongside grades on the front page.
To encourage parents to engage deeply with report cards beyond summary grades, redesigning the document to place qualitative teacher remarks and actionable developmental feedback prominently on the front page is effective. This layout shifts focus toward specific learning progress, strengths, and targeted improvement areas rather than purely numerical marks.

106. (A) Both A and R are true and R is the correct explanation of A
Report cards must use accessible language that parent communities can understand easily. Clear communication is necessary because parents cannot effectively support remedial strategies, learning interventions, or enrichment activities at home if assessment metrics are incomprehensible.

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88. (A) Both A and R are true and R is the correct explanation of A
Selective universities often find school grading systems insufficient for candidate selection because broad grade bands group large numbers of applicants at the highest level. This ceiling effect creates difficulties in differentiating top talent for limited admissions. Thus, both statements are true, and the reason accurately explains the assertion.

89. (D) It causes immense stress to students due to micro-comparisons of 0.5 marks.
Causing stress through micro-comparisons of half-marks is a criticism of numerical marking systems, not grading systems. Grading systems specifically reduce micro-comparison stress by replacing exact marks with broad performance categories. The other options accurately describe recognized limitations, such as masking performance declines and under-recognizing exceptional individual student performance.

90. (B) Poor discrimination among student ability levels
Using an overly broad 3-point grading scale (A, B, C) in a rigorous academic course severely reduces discriminatory power among diverse student ability levels. Grouping wide score ranges into only three categories obscures performance nuances, making it impossible to differentiate average, above-average, and outstanding individual academic achievements effectively.

91. (B) Resolution loss inherent in GPA systems
When two students with distinct average raw marks (ninety-two percent versus eighty-six percent) receive identical CGPA values of 9.0, it demonstrates information resolution loss in GPA systems. Collapsing continuous numerical marks into discrete grade points removes detailed performance granularity, complicating selection decisions based solely on summary indexes.

92. (B) Learning decline is masked by broad bands, delaying needed intervention.
When a student's numerical score drops significantly from ninety-eight to ninety-one percent but remains within the same top grade band (A1), broad grading obscures performance decline. This masks underlying learning gaps, potentially preventing timely pedagogical interventions or support that would otherwise address the emerging drop in academic performance.

93. (B) Affective and Psychomotor domains
Co-scholastic evaluation focuses on developing non-cognitive personality dimensions, primarily evaluating the affective domain (attitudes, values, emotional stability, and social skills) and the psychomotor domain (physical abilities, co-curricular participation, and creative skills). These complementary domains supplement the cognitive domain evaluated primarily through standard scholastic subject academic assessments.

94. (C) Systematic observation using qualitative rubrics
Co-scholastic evaluation is conducted most effectively through systematic teacher observation using qualitative descriptive rubrics. Because affective and psychomotor attributes cannot be captured accurately through written theoretical examinations, rubrics provide structured behavioral criteria to evaluate skills, values, attitudes, and co-curricular participation consistently and objectively over extended time periods.

95. (B) I, II and III
Appropriate tools for evaluating and grading co-scholastic domains like life skills and values include anecdotal records, portfolios, and observation schedules. These qualitative tools systematically capture developmental evidence over time. Written board examination marksheets evaluate scholastic cognitive learning rather than co-scholastic behavioral traits, rendering statements I, II, and III correct.

96. (A) Values and Attitudes - Written exam
Pairing values and attitudes with a written exam is incorrect because affective attributes cannot be evaluated through paper-and-pencil testing. Assessing values requires observational methods and descriptive rubrics tracking authentic student behavior. Physical education, art, and work education are appropriately paired with practical performance skill evaluation, portfolios, and project assessments.

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97. (A) Both A and R are true and R is the correct explanation of A
Co-scholastic grading inherently involves higher subjectivity than Mathematics evaluation

are factually true, and the reason provides the direct developmental explanation for including health records.

116. (C) Parent income and occupation
Parent income and occupation are non-essential and inappropriate components for a standard student report card. Report cards focus exclusively on evaluating the individual learner's academic progress, attendance, co-scholastic growth, and physical well-being, keeping personal financial and socioeconomic background details entirely separate from official educational evaluation records.

117. (A) Without it, external stakeholders cannot interpret the awarded grades.
Including a grading scale legend is administratively critical because it provides the essential benchmark key needed to interpret assigned letter grades accurately. Without a defined legend explaining what grade symbols signify, parents, higher education institutions, and external stakeholders cannot comprehend student performance levels or calculate indicative mark achievements.

118. (B) A progress report is an interim formative update, while a report card is a formal summative document.
The primary difference between a progress report and a report card lies in their assessment function and timing. A progress report provides interim formative feedback during an ongoing instructional term to identify learning gaps, whereas a report card is a formal summative document issued at term completion for official records.

119. (C) Progress Report
An interim document issued mid-term detailing academic standing, missing assignments, and specific learning areas requiring attention prior to final examinations is classified as a progress report. It functions formatively to alert students and parents while there is still sufficient time to initiate corrective learning interventions and academic support.

120. (D) I, II and III
Progress reports are issued frequently during the academic year to provide continuous formative feedback and suggest corrective actions. In contrast, end-of-term report cards consolidate overall summative achievements used for official grade promotion decisions. Therefore, all three statements distinguishing progress reports from formal report cards are entirely correct.

121. (C) They are strictly finalized and cannot be improved upon by the student.
The statement claiming progress reports are strictly finalized and unalterable is incorrect. Unlike final report cards, progress reports serve as dynamic formative updates during an ongoing term, specifically designed so that students can address identified learning gaps and improve their overall academic standing before final summative assessments occur.

122. (A) Both A and R are true and R is the correct explanation of A
Issuing progress reports regularly prevents year-end surprises for parents regarding academic failure. Progress reports enable real-time tracking of student academic trajectories, allowing educators and parents to implement timely pedagogical interventions. Thus, both assertion and reason are true, with the reason providing the exact explanatory mechanism for the assertion.

123. (A) Progress Report
A document outlining specific unit test learning difficulties along with a planned schedule for remedial support represents a progress report. It serves diagnostic and formative purposes, alerting parents to specific learning gaps while providing a structured pathway for academic improvement prior to comprehensive summative term evaluations.

124. (B) A statutory duty of the teacher
Under statutory provisions of modern education acts, maintaining cumulative records of student progress and communicating performance regularly to parents is a mandatory legal duty of teachers. Statutory regulations ensure transparent evaluation, safeguard child rights to quality education, and mandate institutional accountability in tracking learning outcomes across schooling levels.

125. (D) Explain that an official Report Card/ Transcript is required for transfer purposes.
School administrators must explain that transfer procedures require an official final Report Card or transcript rather than an interim progress report.

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integrity, making statements I, II, and IV correct data security practices.

163. (B) Provide the report card, as parents with joint custody share equal rights to records.
When parents hold joint legal custody, both parents retain equal legal rights to access their child's educational records, regardless of residential arrangements. Unless presented with a binding court order specifically revoking parental record rights, school administrators must fulfill a joint-custodial parent's request for official academic report cards.

164. (A) Both A and R are true and R is the correct explanation of A
Schools must strictly restrict access to special education and psychological reports. Unauthorized disclosure of sensitive diagnostic information can lead to social stigmatization, bullying, and emotional trauma for the child. Thus, both assertion and reason are true, and the reason provides the exact psychological and ethical rationale for the assertion.

165. (B) Reject the offer, as sharing student data without consent breaches privacy rules.
A Principal must reject commercial requests for student personal data and academic grades, as selling or sharing student records without parental consent breaches privacy laws, ethical mandates, and data protection policies. Educational institutions must safeguard student confidentiality against commercial exploitation regardless of financial donation offers made.

166. (B) Transferring official transcripts to a new school upon formal request and parental consent.
Transferring official academic transcripts directly to another educational institution upon formal administrative request and written parental consent is a standard, legal procedure that does not breach student confidentiality. The other options involve unauthorized data disclosures, public breaches of privacy, or illegal commercial sales of confidential records.

167. (B) The teacher, for failing to secure her credentials
In institutional cybersecurity, the primary responsibility for a data security breach rests with the user who left account credentials unattended in an accessible environment. While the student committed a disciplinary offense by altering grades, the teacher breached basic data security protocol by leaving the active portal logged in unattended.

168. (B) Differences in syllabi, test patterns, and grading rigor
Comparing student grades across different examination boards is challenging due to underlying structural disparities in core syllabi, examination question patterns, evaluation criteria, and grading rigor. Variations in marking strictness mean identical raw percentage scores or letter grades from different boards do not represent equivalent levels of student academic achievement.

169. (B) Normalization and calculating the Percentile Score
To address grading disparities across diverse examination boards, national admissions frameworks utilize statistical normalization and percentile score calculations. Percentile scores measure a candidate's relative position within their specific board population, effectively neutralizing variations in board difficulty and marking strictness to enable equitable cross-board comparison for merit lists.

170. (D) I, II and III
Creating a unified merit list using raw board marks is complicated by differing board grading scales, widespread grade inflation variations, and non-uniform CGPA-to-percentage conversion multipliers across boards. Consequently, all three listed factors contribute significantly to cross-board evaluation challenges, necessitating standardized entrance examinations or statistical normalization procedures.

171. (B) An A1 grade in one board is statistically proven to be exactly equal in knowledge to an A1 grade in any other board.
The assertion that an A1 grade in one board equals an A1 grade in another board in knowledge content is incorrect. Varying evaluation standards, syllabus scopes, and grade inflation across boards mean identical letter grades do not signify equivalent mastery. Equivalence bodies and percentile rankings exist precisely to address these disparities.

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135. (B) Pairing constructive feedback between positive opening and encouraging closing remarks.
The "Sandwich Technique" for communicating poor academic performance involves framing constructive criticism or developmental feedback between a positive opening observation and an encouraging closing remark. This communication strategy softens emotional impact, reduces parental defensiveness, and creates a supportive environment for discussing remedial plans and student growth effectively.

136. (B) It enables timely remedial interventions before the next assessment cycle.
Timely communication of examination results to parents is critical because it allows immediate identification of learning gaps and prompt implementation of targeted remedial interventions before subsequent assessment cycles occur. Early feedback ensures parents and teachers collaborate effectively to support student academic recovery and continuous overall learning progress.

137. (C) I and III only
Effective practices for communicating assessment results to parents include using clear, non-technical language and providing actionable guidance and home resources. Focusing exclusively on weaknesses alienates parents and demotivates students. Therefore, statements I and III represent correct best practices, whereas statement II is incorrect in educational communication.

138. (B) Using complex statistical terms like 'Standard Deviation' enhances parent comprehension.
The assertion that using complex statistical terms like standard deviation enhances parent comprehension is incorrect. Technical statistical jargon confuses non-expert parents and hinders effective communication. Clear reporting utilizes accessible language, straightforward visual representations, and qualitative feedback that parents can easily interpret to support their child's continuous learning.

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139. (A) Both A and R are true and R is the correct explanation of A
Maintaining confidentiality when communicating student results is an ethical obligation. Publicly displaying marks or comparing students violates privacy rights and inflicts psychological harm, anxiety, and social embarrassment. Thus, both assertion and reason are true, and the reason provides the precise ethical and psychological justification for maintaining strict result confidentiality.

140. (B) Stay calm, listen actively, address concerns, and guide dialogue toward solutions.
When facing an angry parent during academic discussions, school leaders and teachers should remain calm, practice active listening, acknowledge concerns empathetically, and guide the dialogue toward constructive, student-centered solutions. De-escalating tension maintains professional authority while preserving a collaborative home-school partnership aimed at effective student support.

141. (D) Collaborative dialogue supporting child development
Communicating student results should be viewed as an ongoing, collaborative dialogue between educators and parents to support holistic child development. Rather than a one-way administrative transaction or fault-finding exercise, effective communication builds mutual understanding, identifies learning needs, and aligns home and school strategies for continuous student progress.

142. (D) To provide context, soften impact, and design a joint remedial plan.
Calling parents prior to issuing a report card showing multiple failures allows administrators to explain assessment contexts, soften emotional impact, and collaboratively design a joint remedial action plan. Direct personal communication fosters parental trust, ensures immediate home support, and establishes structured academic interventions for the struggling student.

143. (A) Discuss student academic and holistic progress
The primary goal of conducting a Parent-Teacher Meeting after result declaration is to engage in constructive dialogue regarding the student's academic performance, behavioral growth, and holistic development. PTMs

provide a collaborative platform where teachers and parents review evidence, address learning challenges, and align future support strategies effectively.

144. (B) Bridge teacher-parent communication gaps and encourage parental involvement.
Structured Parent-Teacher Meetings across educational networks were introduced primarily to bridge communication gaps between schools and homes, encouraging active parental involvement in children's education. Regular interaction promotes shared responsibility for student learning, enhances parental understanding of school curricula, and supports timely academic interventions across grade levels.

145. (B) II and III only
During Parent-Teacher Meetings, the Principal's role includes supervising overall conduct, mediating escalating conflicts between parents and teachers, and ensuring comfortable facilities and waiting areas for visiting families. Remaining isolated in the office is poor administrative practice, making statements II and III correct responsibilities of school leadership.

146. (D) Stagger time slots by roll number to prevent overcrowding.
Organizing a Parent-Teacher Meeting efficiently in a large school requires staggering arrival time slots by student roll numbers or grade sections. Staggering prevents physical overcrowding, reduces waiting times for parents, ensures adequate consultation time per family, and allows teachers to conduct focused academic discussions without feeling rushed.

147. (A) Both A and R are true and R is the correct explanation of A
Regular Parent-Teacher Meetings serve as an informal accountability mechanism for schools. During PTMs, parents interact directly with educators, questioning assessment rationale, curriculum execution, and instructional quality. Thus, both assertion and reason are true, with the reason correctly explaining how PTMs establish school accountability to the parent community.

148. (B) Discussing another student's specific grades or behavior with a parent
Discussing another student's specific grades or behavior during a Parent-Teacher Meeting is highly inappropriate and violates student privacy ethics. Teachers must maintain strict confidentiality regarding all student records, focusing discussions exclusively on the performance and growth of the individual learner whose parents are present during the consultation.

149. (B) Adjust schedule to weekends or evenings to accommodate working hours.
When experiencing low parent turnout at PTMs, school leadership should proactively adjust meeting schedules to weekends or evening hours to accommodate working parents. Flexible scheduling demonstrates institutional empathy, removes logistical barriers for employed parents, and significantly increases parental participation in school progress discussions and student development.

150. (D) During PTM - Reviewing portfolio and sharing feedback
Reviewing student portfolios and sharing constructive feedback during a Parent-Teacher Meeting represents an ideal activity for the operational PTM stage. The pre-PTM stage involves preparing evaluation records, while the post-PTM stage involves documenting actionable decisions. Thus, pairing portfolio review with the active meeting stage is entirely correct.

151. (B) To present their portfolio and discuss learning progress with parents and teacher.
In Student-Led Conferences, the primary role of the student is to actively present their portfolio, demonstrate mastered skills, and discuss learning progress and targets directly with their parents and teacher. This practice fosters student agency, self-reflection, personal accountability, and active engagement in their own educational learning journey.

152. (A) Student Management Information Systems (MIS)
Online modules utilized in public school systems for generating digital report cards, managing attendance, and maintaining centralized academic records are designated as Student Management Information Systems (MIS). MIS software streamlines administrative data collection, automates grade aggregation, and provides educational administrators with centralized performance data analytics across schools.

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153. (A) E-governance
Transitioning to digital report cards and online management portals in school administration exemplifies e-governance. E-governance leverages information technology to enhance administrative efficiency, increase transparency, streamline record-keeping, and improve public service delivery and communication between educational institutions, parents, and government authorities in modern schooling systems.

154. (D) I, II, III and IV
Digital reporting systems offer real-time parental access, eliminate manual CGPA calculation errors, and reduce paper waste. However, digitalization also introduces cybersecurity risks regarding potential data manipulation if security protocols are weak. Therefore, all four statements accurately describe valid characteristics associated with the digital reporting shift in schools.

155. (A) It requires teachers to manually write report cards with pen and ink before data entry.
The statement claiming digital reporting requires teachers to manually write report cards with pen and ink before data entry is incorrect. Online portals allow direct digital input of marks and remarks, eliminating redundant paper writing, standardizing report card formats, and enabling longitudinal performance tracking across school districts.

156. (A) Both A and R are true and R is the correct explanation of A
Digital report cards significantly improve school-parent transparency because online portals allow parents to log in continuously to review assessment scores, assignment submissions, and attendance records rather than waiting for term end. Thus, both assertion and reason are true, and the reason provides the direct explanation for enhanced reporting transparency.

157. (D) Alerting parents when final grades are published online.
The most appropriate administrative use of an integrated SMS alert system is notifying parents when final assessment grades or term report cards are officially published on the school's digital portal. Automated text alerts ensure prompt communication without overloading SMS character limits with detailed academic record tables.

158. (A) The digital divide among marginalized families
When implementing digital reporting, administrators must address the socio-economic challenge of the digital divide. Families from marginalized backgrounds may lack smartphone access, reliable internet connectivity, or digital literacy. Schools must maintain accessible alternative physical reporting options to prevent excluding underprivileged parents from tracking student academic progress.

159. (B) Inform parents about the glitch promptly and state estimated resolution time.
When an online portal crashes during result declarations, school leadership should promptly communicate with parents regarding the technical glitch, providing an estimated server resolution time. Transparent communication manages parent expectations, reduces anxiety, and maintains institutional credibility, whereas blaming staff or issuing hasty mandates worsens administrative school chaos.

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160. (B) Right to Privacy
Protecting the confidentiality of student academic and personal records aligns with the fundamental Right to Privacy. Educational institutions hold legal and ethical responsibilities to secure sensitive student data, ensuring that performance metrics, diagnostic reports, and personal information are disclosed only to authorized legal guardians and official personnel.

161. (B) Publicly posting students' marks and fail status on the notice board.
Publicly posting student marks and failure statuses on public notice boards is highly unethical and violates student confidentiality principles. Public score displays cause psychological distress, peer stigmatization, and privacy infringement. Standard educational practice requires communicating assessment results privately to individual students and their authorized legal guardians.

162. (B) I, II and IV
Essential measures for securing digital student records include using strong passwords with multi-factor authentication, performing regular server backups, and encrypting network data transmissions. Granting unrestricted edit access to all staff compromises data security and record

Progress reports reflect incomplete formative performance, whereas official transcripts consolidate final verified marks, promotion status, and institutional clearance necessary for legal enrollment in a new educational school.

126. (A) Holistic Progress Card (HPC)
National educational frameworks recommend replacing traditional report cards with the Holistic Progress Card (HPC). The HPC provides a 360-degree, multidimensional assessment tracking learner development across cognitive, affective, and psychomotor domains, integrating self-assessment, peer feedback, and continuous qualitative observation of essential 21st-century skills in school education.

127. (C) It includes self- and peer-assessment alongside teacher evaluation.
The defining feature distinguishing a Holistic Progress Card from traditional report cards is the inclusion of student self-assessment and peer assessment alongside teacher evaluation. This multi-source evaluation approach encourages metacognitive reflection, peer collaboration, and self-directed learning, creating a comprehensive 360-degree view of overall child development in school education.

128. (D) I, II, III and IV
The Holistic Progress Card is a 360-degree multidimensional evaluation tool tracking cognitive, affective, and psychomotor growth. It strengthens the home-school link and utilizes software analytics to monitor progress and offer developmental guidance. Consequently, all four listed characteristics accurately define the overall scope and function of the HPC.

129. (B) PARAKH
PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is the national assessment center established to set standards, norms, and guidelines for student evaluation across recognized educational boards. It oversees student assessment frameworks, including the design and implementation of Holistic Progress Cards in school education systems.

130. (A) Both A and R are true and R is the correct explanation of A
The Holistic Progress Card reduces reliance on high-stakes end-of-year exams because it emphasizes continuous, formative tracking of experiential, project-based, and inquiry-led learning across developmental domains. Therefore, both assertion and reason are true, and the reason provides the direct pedagogical explanation for reducing reliance on high-stakes summative examinations.

131. (A) Peer and self-grading of drawings using simple smiley icons
Implementing a Holistic Progress Card at the foundational stage involves age-appropriate evaluation methods, such as peer and self-grading of drawing activities using simple smiley icons. Foundational evaluation emphasizes play-based observation, creative expression, and self-awareness without imposing numerical marking, public class ranking, or rigid formal written testing procedures.

132. (D) Competency-based assessment focusing on learning progress
Modern curriculum guidelines for foundational educational stages mandate competency-based assessment focused on tracking individual learning progress. Competency-based evaluation assesses whether children master specific developmental milestones and functional skills through continuous observational activities, replacing traditional rote memorization testing, rigid numerical marking, and comparative student ranking educational frameworks.

133. (B) Fostering intense academic rivalry through strict ranking
Fostering academic rivalry through strict ranking is not an intended outcome of the Holistic Progress Card. The HPC aims to build student self-esteem, track 21st-century skills, and provide parents with a comprehensive view of developmental strengths, intentionally eliminating unhealthy peer competition and comparative rank lists in schools.

134. (D) Against their own progress and competency standards
Under a Holistic Progress Card framework, students are evaluated criterion-referentially against predefined competency standards and their own individual growth trajectory over time. Rather than ranking children against classmates, the HPC measures personal progress toward developmental milestones, encouraging

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172. (A) Both A and R are true and R is the correct explanation of A
National entrance tests reduce reliance on Class XII board grades because equating subjective evaluation standards and grade inflation across dozens of distinct examination boards is statistically unreliable. Entrance tests provide a single, uniform assessment benchmark. Thus, both assertion and reason are true, with the reason providing the exact justification.

173. (B) Student B
Z-score normalization calculates how many standard deviation units a raw score lies above the cohort mean. Student B scored twenty-five percentage points above their board mean (eighty-five minus sixty), whereas Student A scored only five points above theirs (ninety-five minus ninety). Thus, Student B achieves a significantly higher standardized score.

174. (C) Consult official board equivalence lists.
When evaluating transfer applications from unfamiliar examination boards, administrative procedures dictate consulting official board equivalence lists established by recognized educational councils. Equivalence lists define cross-board grade mapping guidelines, ensuring transparent, standardized, and legally sound admission decisions without forcing unnecessary re-examinations or imposing arbitrary score deductions on students.

175. (B) Grade equivalence and comparability issues
Uncoordinated mark moderation policies across examination boards exacerbate grade equivalence and comparability issues. When individual boards artificially inflate raw marks to protect applicant success rates, cross-board score comparisons become unreliable, distorting university merit lists and disadvantaging students from boards that apply stricter moderation standards in evaluation.

176. (A) Use approved conversion mapping guidelines.
Integrating incoming transfer students evaluated under different grading scales (such as raw percentages or 5-point scales) into a school's 9-point scale system requires applying officially approved conversion mapping guidelines. Standardized conversion tables ensure consistent academic record maintenance, fair credit transfers, and transparent tracking without misrepresenting historical student performance levels.

177. (A) Rising average grades awarded without corresponding gains in learning levels.
Grade inflation is defined as an upward trend in average grades awarded over time without a corresponding increase in actual student achievement or subject mastery. It devalues academic credentials, obscures true performance differences, and complicates candidate selection for higher education institutions by clustering scores artificially at the top scale end.

178. (B) Competitive moderation where boards spike marks to protect student admissions.
A primary cause of grade inflation in high-stakes board examinations is competitive moderation, where examination boards spike raw marks artificially during evaluation. Boards resort to mark spiking to boost pass percentages and protect their students' competitiveness during university admissions, compromising overall evaluation validity and distorting national score distributions.

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179. (A) I and II only
Grade inflation makes it difficult for universities to distinguish superior talent from average achievers and devalues high grade credentials like A1 or top percentages. It reflects artificial score inflation rather than actual increases in national intelligence. Therefore, statements I and II represent valid impacts, while statement III is false entirely.

180. (A) Both A and R are true and R is the correct explanation of A
Grade inflation causes score clustering at the highest end of the scale because scores cannot exceed one hundred percent or top grade boundaries. This phenomenon creates a ceiling effect, compressing diverse high-performing students into identical top categories. Thus, both assertion and reason are true, and the reason correctly explains the assertion.

181. (A) It caps the proportion of top grades awarded regardless of raw scores.
Relative grading (grading on a curve) combats grade inflation by capping the maximum proportion of top grades that can be awarded within a cohort. Regardless of how high raw scores rise, only a fixed percentage receives top

integrity, protects legitimate student credentials, and ensures appropriate action if forgery has occurred in evaluation records.

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191. (B) Its primary goal is to provide a final, unchangeable verdict on the student's intellect.
The claim that remedial reporting seeks to deliver a final, unchangeable verdict on intellect is incorrect. Remedial reporting is diagnostic and formative, designed to identify remediable learning gaps and support academic growth. It requires sensitive handling, confidential management, and collaborative efforts among classroom teachers, special educators, and parents.

192. (B) Provide a detailed remedial report specifying diagnostic gaps and intervention plans.
When a student repeatedly receives low grades accompanied by vague comments, school leadership should instruct the teacher to compile a detailed remedial report outlining diagnostic learning gaps and structured intervention plans. Specific diagnostic feedback replaces unproductive generalities with targeted pedagogical support required for continuous student academic improvement.

193. (B) Certificates verify program completion, while transcripts detail all subjects and grades.
The primary distinction between a generic completion certificate and an official academic transcript lies in detail level. A certificate officially verifies program or course completion, whereas a transcript provides an exhaustive, term-by-term breakdown of all courses taken, individual subject grades earned, credit values, and cumulative GPA performance metrics.

194. (B) DigiLocker platform
To streamline verification and prevent document forgery, educational boards integrate academic results and transcripts with the DigiLocker platform. DigiLocker allows students to store and share officially signed, tamper-proof digital marksheets and certificates, enabling employers and higher education institutions to verify record authenticity instantly online through secure government infrastructure.

195. (D) I, II and III
Standard administrative mechanisms for verifying transcript authenticity include validating embossed school seals and security watermarks, verifying digital signatures and embedded QR codes linked to board databases, and processing direct verification requests between admitting universities and issuing schools. Consequently, all three listed verification mechanisms represent standard administrative practices.

196. (A) Both A and R are true and R is the correct explanation of A
Schools retain the administrative authority to withhold official final transcripts or transfer certificates if a student has uncleared financial or library dues. Withholding transcripts acts as institutional leverage to ensure complete financial and asset clearance before exit. Thus, both assertion and reason are true, with the reason providing the direct explanation.

197. (B) A sworn affidavit and police FIR copy reporting the loss.
Standard administrative procedures for issuing duplicate transcripts require applicants to submit a sworn legal affidavit and an official police FIR copy documenting record loss. These formal requirements prevent identity fraud, deter unauthorized transcript requests, and maintain the legal security and administrative integrity of official institutional documentation.

198. (A) I, IV, III, II
The sequential administrative steps for issuing Class XII transcripts begin with tabulating raw marks (I), applying board moderation or scaling policies (IV), converting marks to relative grades and conducting rigorous proofreading (III), and concluding with printing, physical dispatch, or updating digital lockers for public access (II) across schools.

199. (B) The student's parents belong to a marginalized community.
Denying an official transcript based on a student's or parents' marginalized community background is unlawful, unconstitutional, and discriminatory. Transcripts can be withheld only for legitimate administrative reasons, such as uncleared library assets or outstanding tuition fees, but never on grounds of caste, religion, or social background of families.

200. (C) Verify the transcript against master records and clarify findings with the university.
When a university reports potential transcript tampering, the Principal's immediate administrative responsibility is to verify the document against institutional master records and clarify findings formally with the university. Prompt internal verification upholds institutional

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grades, forcing distribution spread and preserving discrimination between exceptional and average performance.

182. (C) A normal bell-curve distribution of scores across the entire student population.
A normal bell-curve distribution across student populations indicates well-calibrated evaluation standards, representing a healthy distribution rather than grade inflation. In contrast, median grades shifting upward, score spikes at ninety-five percent, and heavy left-skewed distributions with score clustering near maximum limits represent classic statistical symptoms of active grade inflation.

183. (B) Grade inflation
The practice of "spiking" marks during moderation—such as artificially elevating an eighty-eight mark to ninety-five—directly causes grade inflation. Mark spiking distorts raw score distributions, creates artificial ceiling effects at top grade levels, and undermines overall evaluation validity by awarding higher grades without corresponding increases in candidate subject proficiency.

184. (B) Grade inflation from lenient marking
When the proportion of students achieving top grades surges from five percent to forty-five percent over five years despite identical curricula, teaching methods, and unchanged diagnostic reading scores, grade inflation from lenient marking has occurred. Raw score distributions have shifted upward artificially without corresponding gains in actual student subject proficiency.

185. (B) Identifying learning gaps in weak students and planning targeted support.
Remedial reporting is a specialized feedback mechanism designed to identify specific learning gaps in underperforming students and formulate targeted instructional support. Unlike standard summative cards, remedial reports utilize diagnostic assessment data to prescribe actionable learning interventions, helping struggling students achieve essential subject competencies and close academic achievement gaps.

186. (B) Individualized Education Program
For Children with Special Needs (CWSN) who continuously underperform in standardized evaluations, remedial reporting is tied to formulating an Individualized Education Program (IEP). An IEP establishes tailored learning goals, specialized instructional accommodations, and customized assessment strategies aligned with the child's unique developmental needs and legal educational entitlements.

187. (B) I and III only
An effective remedial report for underperforming students must include a diagnosis of specific learning difficulties and a timeline for targeted pedagogical support. Documenting past disciplinary infractions is non-academic and inappropriate for learning gap diagnosis. Therefore, elements I and III are essential, while element II is excluded from remedial reports.

188. (A) Both A and R are true and R is the correct explanation of A
Teachers reporting on underperforming students should separate academic achievement grades from effort or behavioral marks. A struggling student may exhibit strong effort yet face academic difficulties due to learning disabilities; conflating effort with achievement obscures specific diagnostic needs and demotivates learners. Thus, both statements are true, with the reason correctly explaining the assertion.

189. (A) "Lacks foundational algebra concepts; needs targeted remedial practice worksheets."
Effective remedial report phrasing must be diagnostic, constructive, and actionable. Identifying that a student lacks foundational algebra concepts and prescribing targeted practice worksheets clearly specifies the learning gap while outlining a constructive improvement strategy, avoiding demotivating, dismissive, or punitive language that damages student self-esteem and parental trust.

190. (B) Specifies concrete, actionable steps for the student and parent to improve grades.
Actionable feedback in a remedial report means providing specific, practical steps that students and parents can execute to address identified learning deficiencies. Rather than merely presenting static summary grades, actionable reporting outlines targeted practice routines, remedial resource materials, and structured study strategies designed to improve student academic performance.

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